

Policy #

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School's Vision, Mission & Goals

Policy 101

رؤية المدرسة :

- تطمح المدرسة إلى تقديم تعليم عالي الجودة والأداء لتنمية وتطوير الطالب أكاديمياً واجتماعياً و عاطفياً .

Our Vision:

To be a high-performing private school with student academic, socio-emotional and physical development as its core focus.

رسالة المدرسة :

- تخريج طلاب مفكرين ،مبدعين ،منفتحين يمتلكون فرصاً تمكنهم من مواجهة تحديات عالمنا المتغير .

Our Mission:

Students graduating as engaged thinkers and creative innovators with ethical, global perspectives, well prepared for the opportunities and challenges of our changing world.

أهداف المدرسة :

- 1- التشجيع على رفع مستوى أداء التعليم والتعلم .
- 2- العمل على وضع الأهداف الواقعية والتي تثير تحديات الطلاب ضمن برامج التدريس .
- 3- تعزيز التنمية الشاملة للطلبة من الناحية الأكاديمية، والعملية، والثقافية والاجتماعية والرياضية .
- 4- توفير بيئة تعليمية ممتعة ومرضية للطلبة .
- 5- تعزيز العلاقات الشخصية الجيدة والمساعدة في تلبية الاحتياجات الشخصية والاجتماعية لدى الطلاب
- 6- الحفاظ على التواصل والتشاور المنتظم مع مالكي المدرسة والمجتمع على نطاق واسع .

Policy 102
Educational Goals

As per the *Alberta Guide to Education* student learning at the Maplewood International School occurs within an inclusive Kindergarten to Grade 12 education. Our goal is to enable all students to achieve the following prescribed set of learning outcomes.

All students will:

- (1) Be engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit;
- (2) Strive for engagement and personal excellence in their learning journey;
- (3) Employ literacy and numeracy to construct and communicate meaning;
- (4) Discover, develop and apply competencies across subject and discipline areas for learning, work, and life to enable students to:
 - (a) Know how to learn: to gain knowledge, understanding or skills through experience, study and interact with others;
 - (b) Think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge;
 - (c) Identify and solve complex problems;
 - (d) Manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically;
 - (e) Innovate: create, generate and apply new ideas or concepts;
 - (f) Create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit; and,
 - (g) Apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance.

Policy 104

Morning Assembly

Policy Statement:

In keeping with the Maplewood International School's mission to support the social development of all students and staff, the school will begin each day with a morning assembly. The assembly will reinforce the school's expectations for decorum, discipline and social order. It is a time of respect, and observance, as well as one of recognition, celebration, and belonging.

Procedures:

1. Each morning for the general assembly all students will line up by grade with their classroom teachers, or advisors to observe morning exercises in the courtyard under the canopy facing the National Flag of the United Arab Emirates.
2. Students will line up by grade with grade one on the cafeteria side of the courtyard, chronologically to grade nine on the gym side of the courtyard. Teachers will be with their students.
3. Students will enter the courtyard through one of the side gates for students arriving by parent drop off, or through the back gate for bus students. All students will remain in the courtyard for morning assembly to begin promptly at 7:45 am.
4. The assembly will commence with the singing of the National Anthem for the UAE, followed by the Canadian Anthem (on Mondays and Thursdays only). All staff and students are expected to take part in the singing of both anthems. The Assembly will include a short recitation from the Quran, with an English interpretation to follow and follow-up announcements, awards, and recognitions to be delivered as per a monthly schedule.

5. Grades 1 - 4 students will be dismissed to the cafeteria side entrance, and students from grades 5 - 12 will be dismissed to the center entrance and gym side entrances as assigned by their homeroom teachers.
6. Any late bus arrivals to the school will have students from the bus line up quietly at the back of the courtyard under the canopy until the assembly is finished. Late parent drop-off arrivals will be through the front gate and these students will observe the singing of the Anthems in the front foyer where they will remain until the assembly is completed, at which time they will go directly to their classes.

Legal References:

ADEC Private Schools Policy and Guidance Manual *Policy 15: Official Photos and the UAE Flag and National Anthem* Corresponding to Article (20) of the Organizing Regulations.

Policy 105

Maplewood International School Materials Alignment Policy**Policy Statement:**

The purpose of this policy is to ensure that all curriculum, books, teaching material, on-line resources, and all sources of student information are culturally, socially, and religiously sensitive to UAE culture and the Islamic religion. This policy applies to all materials that may contain erroneous information or that may offend either Islam or UAE values, culture, or traditions.

Procedures:

1. Each year the principal of the school will establish a curriculum review committee that will be responsible for ensuring the implementation of this policy and its procedures.
2. The review committee will work through division coordinators who will organize teachers in grade level sub-committees to review the learning resources, books, teaching materials, and on-line resources.
3. Each teacher is responsible to review his/her classroom materials and resources so that he/she can identify unwarranted materials during their grade-level committee meetings and/or report these to their division coordinators for immediate removal.
4. The subcommittees will either approve or reject a resource based upon the above policy statement. If the committee decides to censor the resource for offensive materials by altering the resources to remove the offensive material, then a note of such will be made on the running record that is retained in MWIS's Google docs.
5. The curriculum coordinators will review all running records maintained by the grade-level subcommittee's to ensure that any rejected or altered material is reported to the school's curriculum review committee and then to ADEC as per circular EDO/211.

Legal Reference:

Abu Dhabi Education Council Circular EDO/211, 18/3/2013.

Record of Reviewed Resources

[illegible]

Policy 109

Acceptable Use of TECHNOLOGY POLICY**Policy Statement:**

Maplewood International School will provide technology access for all students to the internet and school network. Internet access and the use of school owned technological devices is a privilege. Students who fail to conduct themselves in an appropriate responsible manner will lose access to the school's technologies. The school retains the right to place reasonable restrictions on material that is accessed, posted or saved on any of our school's technologies, which include, but are not limited to, computers, laptops, tablets, internet, networks and servers. We require that students, with their parents/guardians, read and abide by the rules for acceptable use of technology as listed below. In order to enable internet access and the use of the school's technologies, students and parents/guardians are required to sign a copy of the acceptable use of technology agreement.

Procedures:

1. At the teacher's discretion, students in grades KG-1/2 and 1 will be given school chrome books and other digital technologies to use while in school under close supervision by their classroom teachers.
2. All students from grade two-twelve will receive school issued Chrome books for use in their daily studies.
3. Chrome books will be kept in the classroom for grade 2 students; however, students in grades 3 - 12 will be issued a personal chrome book that they are expected to use according to this *Acceptable Use Policy*, and the *Acceptable Use Agreement*.
4. Each student will be required to review with his/her parent the Acceptable Use of Technology Policy and the Acceptable Use Agreement and return these to the school signed.

5. To enhance learning, students are expected to bring their chrome books to school each day fully charged and in good working order. These books are to be used in accordance with the directions and under the supervision of classroom teachers.
6. Students will be allowed to utilize their own personal cell phones at each teacher's discretion for educational use. Failure to follow classroom rules will result in the cell phone being taken to the office for parent retrieval at the end of the school day.
7. Students are forbidden to transmit test, quiz, or other information in a manner constituting fraud, theft, cheating or academic dishonesty or to access and/or share inappropriate online material.
8. Students are not permitted to use cell phones during instructional periods while in class, or during class time when they are in the hallways or in the washrooms.
 - a. First offense – Cell Phone Turned into Office for Parent Retrieval.
 - b. Second offense – Cell Phone Turned into Office for Parent Retrieval and Detention.
 - c. Third offense – Cell Phone Turned into Office for Parent Retrieval and In-School Suspension.
 - d. Fourth offense – Cell Phone Turned into Office for Parent Retrieval and Out-of-School Suspension.
9. Email accounts will be provided to all students for the use of transmitting electronic documents between students and teachers for educational purposes. Email access will be restricted or revoked if students misuse their school email accounts.
10. Wireless Internet access will be provided for each student to use for educational purposes. Failure to utilize the wireless network for any education use or any of the following unacceptable behaviours will result in termination of wireless internet access. Access to the internet is filtered through our school network in accordance with the Children's Internet Protection Act (CIPA).

11. Laptops, desktop computers, I Pads, Nooks, and Kindles are available throughout the school and in the media center for student access.
12. Students may check out devices to take home or to work throughout the school. The use of these technologies for purposes other than educational may result in the restriction on use or in an indefinite ban on access.
13. Students who through neglect or abuse damage any school owned technological devices would be responsible to pay for the replacement of the device.
14. The following are considered to be unacceptable use of technology and will result in consequences ranging from removal of privileges to referral for other forms of discipline as per the school's discipline policy:
 - a. Posting information that, if acted upon, could cause damage or danger to students and/or the faculty.
 - b. Engaging in personal attacks, threats to any person, harassment, and cyber-bullying.
 - c. Attempting to hack any of the school's networks, or databases to which the student has not been granted permission.
 - d. Making attempts to disrupt any of the school's technology.
 - e. Using the school network to acquire, save, install, download, illegally acquired or inappropriate files, including games, music, photos, and video game files.
15. Violations of our Acceptable Use of Technology Policy may result in a loss of access as well as other disciplinary or legal actions depending upon the severity of the transgression.

Legal References:

ADEC Private Schools Policy and Guidance Manual *Policy 65: Protection from Dangers of the Global Information Network (the Internet)* Corresponding to Article (70) of the Organizing Regulations.

Policy 109 Appendix A

Acceptable Use Agreement

For student's learning opportunities to be optimized at Maplewood International School, it is required that these rules be strictly followed:

1. *Students will bring fully charged and operational chrome books/tablets to school each day.*
2. *Parents will arrange the prompt repair and/or replacement of chrome books/tablets that are damaged and/or lost so student's learning and classroom management is not compromised.*
3. *Students will work diligently to progress in their learning should they not have their chrome books/tablets in school on any given day.*
4. *Students will use all digital technologies including their chrome books/tablets appropriately, as befitting school behavioral codes, and in keeping with the attached Acceptable Use Policy.*

Return this signed agreement to the class teacher who will then sign it and provide you with a copy.

Both Student and Parent signatures are required before the student is allowed to bring his/her Chrome book and other approved technologies to school for use and be permitted to use the school's provided technology infrastructure.

Student:

I, _____ have read the guidelines for use of Chrome books and all other available digital technologies including the Internet and agree to follow these rules as stated.

Student's Signature

Date

Parent:

I, _____ have read the guidelines for use of chrome books and all other available digital technologies including the Internet and agree to support these rules as stated.

Parent's Signature

Date

Teacher:

I, _____ acknowledge the receipt of the signed contract.

Teacher's Signature

Date

This signed document is to be stored in the student file.

MWIS Policy 110

Complaints

Policy Statement:

The purpose of this policy is to ensure that the school has processes in place that enable it to adequately address complaints against the school that are raised by students, parents, staff, and the public. It is expected that all complaints will be handled professionally as per this policy.

Procedures:

1. The school principal will annually appoint a school complaints committee that shall consider all written complaints made against the school and its operations. The committee will attempt to resolve all written complaints as per school policy and ADEC expectations for school operations. The Principal or his/her designate shall chair the complaints committee.
2. The principal will ensure that all parents, staff, and students are familiar with the complaints procedures outlined in this policy and of the existence and function of the complaints committee.
3. All complaints shall be resolved first with the person against whom the complaint is filed or with the help of the school social worker if necessary.
4. If the complaint is not resolved then the immediate supervisor is to be notified and will assist in the resolution of the complaint.
5. Failing a resolution at this level, the principal will be notified and will attempt to resolve the complaints.
6. Failing a resolution with the principal, the complaint shall be referred to the complaints committee for resolution. Should the complaint be filed against the principal, then the principal will be excluded from the committee and his/her designate will be assigned the responsibility of chair.
7. The school complaints committee will resolve the complaint.

8. Should the complainant not agree with the complaints committee they are to be referred to the school's governing council through the director so that the complaint can be addressed at that level.
9. The complaints committee is to keep a record of all complaints and decisions.
10. All complaints regarding teaching and library resources are to be handled by the curriculum alignment committee as per its roles and responsibilities outlined in *Policy 105 Materials Alignment*.

Policy 201

Elementary Program

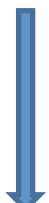
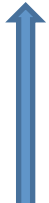

(1080 hours of Instruction grades 1-9)

In planning for instruction in the elementary grades, the following percentage of time allocations for the school year is recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in subject area.

KINDERGARTEN





Maplewood provides KG-1 and KG-2 students with 720 hours of program instruction and activities during a school year, 16% of which consists of Arabic and Islamic studies.

PERCENTAGE TIME ALLOCATIONS RECOMMENDED GRADES 1 AND 2

	Hours of Instruction	
	950	1070
English Language Arts French Language Arts	30%	
Mathematics	15%	
Science	10%	
Social Studies and Civics	10%	88%
Art and Music	10%	
Health and Life Skills and Physical Education	10%	
Other subjects: Arabic, Drama, Islamic Instruction	15%	
Additional Studies: Arabic, Islamic, and Civics (Grades 1-3)	N/A 	12%


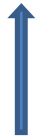
- The recommended time is 10% for schools that implement provincial programs of study for French as a second language, FNMI language and culture programs or international language and culture programs.
- Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

PERCENTAGE TIME ALLOCATIONS RECOMMENDED GRADES 3 - 6

	Hours of Instruction	
	950	1070
English Language	25%	
Mathematics	15%	
Science	15%	
Social Studies and Civics	10%	90% 
Art and Music	10%	
Health and Life Skills and Physical Education	10%	
Other subjects: Arabic, Drama, Islamic Instruction	15%	
Additional Studies: Arabic, Islamic, and Civics (Grades 1-3)	N/A 	10%

- The recommended time is 10% for schools that implement provincial programs of study for French as a second language, FNMI language and culture programs or international language and culture programs.
- Informational and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

PERCENTAGE TIME ALLOCATIONS RECOMMENDED GRADES 7 - 9

	Hours of Instruction	
	950	1070
English Language Arts	150	
Mathematics	100	
Science	100	
Social Studies	100	92%
Physical Education	75	
Health and Life Skills	50	
Second Languages/Optional Courses	time may vary	
Additional Studies: Arabic, Islamic, and Civics		8%

* The recommended time allocation is 95 hours for schools that implement provincial programs of study for French as a second language, FNMI language and culture programs or international language and culture programs.

* Programs of study for Fine Arts are designed as 75-hour courses at each level.

* Career and Technology Foundations (CIF) curriculum is an optional course for 7-9 and can continue on through all three grade levels.

High School Program Grades 10 - 12

The High school program is as per the graduation requirements. Students will have access to 1000 hours of instruction throughout the year. Three credit courses will have 75 hours of instruction each. Five credit courses will each have 125 hours instruction.

Policy 202

General Principles for Effective Programming

The following principles provide a general guide for programming:

Outcomes are clearly defined:

Progress in learning is enhanced when the student, the parents and the teacher have clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together.

The selection of outcomes for the student's learning must be based on the programs of study. These outcomes should be linked to specific ways in which students can demonstrate their learning.

Outcomes are most clear when the means of determining the student's progress is identified and exemplars are provided and communicated to all involved.

Planning is based on assessments of the student's progress:

Ongoing assessment of the student's progress informs the student, the parents and the teacher of what has been achieved and of what is yet to be achieved. Learning and instruction should be consistent with the student's abilities and should set appropriate levels of challenge.

Learning experiences are connected:

The student's learning is cumulative and takes place in variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been and is being learned in others.

Communication between the School and Home is Seamless and Ongoing:

Parents are the primary educators of their children. Schools should enable families to continue their involvement in their children's education. The linkage between the school and home enables the teachers and the parents to exchange information, jointly support the student's learning and ensure the continuity of learning experiences.

Connections across Subject Areas are Explored and Integrated:

There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas. By making these connections, the students' learning in each subject area is enhanced and the ability to apply learning in new situations is improved. This helps the students see the world as a connected whole instead of in a fragmented way.

Partnerships between the School and the Community are Explored and Developed:

What the students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing make learning more relevant. Involvement in these activities also may provide significant role models for students and an opportunity for them to explore future career possibilities.

Consistency between Programs of Study and Assessment of the Student's Learning is reinforced when what is taught is reflected in what is assessed:

The methods used in assessing the student's progress, as well as mastery of the subject matter, should be consistent with the outcomes that have been communicated to students.

Coordination Occurs between Schools When Students Change Schools:

The coordination of programming and assessment practices between schools can help achieve a smooth transition. Disruptions can be minimized when the receiving school is provided with full information on student attainment and learning characteristics. Information on the student's progress should be referenced directly to the programs of study.

Programming responds to the learning progress of students:

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize the student's learning, programming needs to be flexible and responsive to the learning progress of students. Flexible programming involves:

- a. Using time as a resource, recognizing that students learn at different rates;
- b. Grouping the students according to educational needs and according to the characteristics of the learning activity;
- c. Using a broad range of learning resources, with the selection of particular resources according to learner needs and learning traits;
- d. Using a broad range of instructional strategies to provide a variety of ways for viewing subject matter as well as an opportunity for individual students to learn in their preferred modes;
- e. Using a wide variety of examples and applications of the subject matter to provide students with an opportunity to explore and discover areas of relevance and interest;
- f. Using a wide variety of assessment strategies to monitor the student's progress in all areas of the programs of study;
- g. Decision making about future programming based upon assessment of students.

INDICATORS OF EFFECTIVE PROGRAMMING

Programming responds to the developmental stages of the students. During their school years, the students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student's growth in each of these areas is an important consideration in developing and implementing school programs.

School programming is effective when it responds to the learning needs and progress of students. The following characteristics and indicators provide a description of programming that recognizes and responds to students' learning needs:

The learning needs and progress of each student are known:

- a. Parents are aware of learning needs and educational progress of their children;
- b. Teachers are aware of the characteristics and learning needs of individual students;
- c. Teachers are aware of student's progress from previous years;
- d. Teachers are aware of student's progress in other program areas;
- e. Students are able to describe their learning progress, can identify what they are currently studying and can identify what they will be working on next;

Instruction is based on the student's current level of achievement:

- f. Students are able to successfully complete the learning activities they are assigned;
- g. Students show continuous growth in their learning.

Connections are made between what the student already knows and what the student learns next:

- h. Students can describe the relationship between what they are currently studying and what they have previously studied;
- i. Students are able to apply learning in situations that require a combination of knowledge, skills and attitudes from different parts of their programs.

School's learning experiences provide challenge and opportunities for engagement:

- j. Students show interest in their studies;
- k. Parents comment on student's interest and achievement;
- l. Students experience a wide range of approaches to learning;
- m. At any given time, different students can be observed on different tasks;
- n. Students use a variety of sources to complete their work; and,
- o. Students take initiative in and show responsibility for their learning.

Policy 203

Programs of Study

The Maplewood International School follows the Alberta programs of study for all core and complementary courses that make up the Alberta academic program for all students.

The Alberta Programs of Study illustrative examples and other teachers' resources are available online at: <https://education.alberta.ca/teachers/program/>.

These mandatory teaching guides for core and complementary courses contain the following programming components:

- Program Rationale and Philosophy
- Outcomes:
 - General Outcomes.
 - Specific Outcomes.

Additionally, the school offers all ADEC approved and regulated courses as outlined in the ADEC regulations governing private schools. These courses include Arabic for native and non-native Arabic students, the Islamic studies course which is offered for all students of the Muslim faith, and Civics Education for all students.

The curriculums for these courses consist of four major components:

- Content.
- Expected learning outputs supported by clear assessment strategies.
- Requirements for curriculum organization.
- Curriculum governance and management.

Policy 204

Special Educational Needs Policy**A. Policy Statement:**

The Maplewood International School is committed to creating and maintaining safe, caring, and inclusive learning environments where each student is supported to grow physically, intellectually, emotionally, and socially as per his/her learning strengths and needs. We are committed to the provision of equal access to educational opportunities for our students with special learning needs. It is understood that special educational programming is inclusive of students with physical, mental, sensory, cognitive or behavioral disabilities as well as students with gifted and talented abilities. This policy is in keeping with our school's commitments as per Federal Law No, 29, *Regarding the Rights of Persons with Special Needs* and as per ADEC regulations for private schools.

Maplewood International School recognizes that integrated learning environments provide opportunities for all students, those with and without disabilities, to share in the joint responsibility for one another's learning needs, and to learn about disabilities as they impact their social, emotional, physical and intellectual learning environments.

B. Vision:

Our vision is to provide strengths-based special educational programs that reflect the best U.A.E. and Canadian standards and practices to prepare our students to be productive members of society.

C. Mission:

In partnership with parents as per standard private schooling operations and principles, Maplewood International School uses all available resources to plan, implement, and monitor the provision of highly effective special educational programs through Individual Educational Programs (IEP), Behavioral Learning Plans (BLP), and/or Advanced Learning Plans (ALP) that are based on students'

assessed strengths and needs, and that will enhance their social competence and enable them to maximize their contributions to their communities.

D. Definitions:

Inclusive Education: Students with special needs have opportunities to participate in programs and services in the least restrictive environment that is commensurate with each student's individual strengths, capabilities, and needs. All students have the right to be educated to the extent possible with their age-appropriate peers in general educational settings with support provided as required. SEN students will be educated in the least restrictive environment that enables optimal learning for every child.

Least Restrictive Environment refers to the placement of special educational students in their regular classroom learning environment whenever and however practicable and when effective in meeting the learning needs of the child. The provision of a range of supports within the classroom such as accommodations or modifications, shadow teacher's support, or special education supports in the regular classroom will be the first level of considerations. Only students with severe disability who will not benefit from education in the regular education classroom will be placed in a special education program within their school. Under certain very necessary conditions and after confirming assessments are completed, a student may be recommended for placement in a specialized center-based school.

Specific Learning Disabilities: A disorder in one or more basic psychological processes involved in understanding or in using spoken or written language. This disability may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations or reasoning. Such disabilities include perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Learning Problems that arise from environmental, cultural, or economic disadvantage may impede learning and require regular classroom differentiation and accommodation in order to enable optimal results for students; however, these learning conditions are not considered learning disabilities as such and should not be referred for SEN support.

Physical and Health Disabilities: Chronic or severe health and physical problems that lead to poor and limited functionality and that adversely affect the educational performance of students. These include but are not limited to asthma, attention

deficit disorder, hyperactivity, diabetes, heart disease, epilepsy, leukemia, cerebral palsy, renal failure, and head injuries to name a few.

Visual Impairment: Any visual impairment that with correction adversely affects a child's educational performances. These include both partially sighted and blindness.

Speech and Language Disorders: Having a communication disorder such as stuttering, impaired articulation, impaired use of language, or a voice impairment that adversely affects the child's educational performance.

Autism Spectrum Disorders (ASD): Pervasive developmental disorders that cause severe or pervasive impairment in thinking, feeling, language, and the ability to relate to others. These disorders are on a spectrum that ranges from Asperger's Disorder to Autism and they require a range of differentiated and individualized interventions and supports.

Gifted and Talented refers to student with an exceptionally high level of capability in one or more subjects, or in areas of personal interest. These students require supplemental enrichment programming.

Enrichment Programming may include but is not limited to advanced study in a particular subject or topic, independent studies, a comprehensive school enrichment program, and/or vocational guidance. These programs will be identified through the *Advanced Learning Plan* process.

Advanced Learning Plans (ALP) are developed by a specialized team to meet the needs, interests, and creativity of gifted and talented students.

Special Education Support Services include but are not limited to speech and language services, physical therapy, occupational therapy and vocational training.

Accommodations are changes that include alterations of the environment, curriculum format, or equipment that allows an individual with a disability to achieve success, but does not alter what is being taught. Accommodations include but are not limited to sign language interpreters, text-to-speech computer-based programs, extended time and large print books.

Modifications refer to changes in the curricular learning outcomes to better suit a student's learning capacity due to an inability to access the general education curriculum.

Individual Education Plan (IEP) is a plan that is developed by the Learning Support Team in collaboration with the parents. This plan includes the goals and objectives, accommodations, and modifications that are required to meet the educational needs of identified special education children.

Behavioral Learning Plan (BLP) will identify the student's behavioral issues, level of interference with the student's learning and with classroom proceedings, as well as interventions, structures, and additional supports required to minimize the impact of behavior on learning and success. The goals and objectives for the student may be behavioral or a combination of behavior and academic.

E. Key Role and Responsibility:

Classroom Teachers are responsible to provide educational programming for all students placed in their care. They are to utilize the instructional and assessment practices that represent current knowledge in the field, and to use these tools to maximize learning for every child. If after completing observations and assessments of their students' learning strengths and needs, and after utilizing accommodations, scaffolding, and differentiated learning strategies the classroom teacher determines that a particular child's learning needs are not being met, then a referral to the special educational needs coordinator is to be made for additional assessment and programming.

The Special Educational Needs Coordinator (SEN Coordinator) is responsible to follow up on all referrals, conduct specialized observations of students within their regular classroom setting, and conduct any additional specialized in-school assessments. The SEN Coordinator will then refer the case to the Learning Support Team (LST). During this process, the SEN Coordinator is responsible to convene and facilitate all meetings of the LST in accordance with the timelines identified by ADEC.

The Learning Support Team (LST) consists of the division coordinator, the SEN coordinator/special education teachers, classroom teachers involved with the student, shadow teachers, and the school social worker and/or nurse as appropriate to the needs of the student. The LST will meet when convened by the SEN coordinator to review each referred student's academic and performance histories,

medical histories, classroom observation reports and any and all assessments completed by classroom teachers, the SEN coordinator, or outside agencies as provided by the parent.

The School Support Team (SST) consists of the learning support team (LST) and the vice-principal, and will be convened as determined necessary by the SEN coordinator or school social worker, or when external supports or placements are being considered.

The Shadow Teacher is responsible to assist the classroom teacher as instructed to support the inclusion of special needs students in the regular classroom. The shadow teacher may assist in the preparation of materials, take part in LST meetings, provide direct learning support for students as assigned, monitor and assist students with their work, supervise special needs students outside of the classroom during breaks as assigned, and assist in the collection of information regarding student's strengths, performance, and needs.

F. Policy Context:

Maplewood International School is committed to the provision of programs for students with special educational needs through effective allocation of staff and resources, and through functional partnerships with parents of these students. The resourcing of special needs programs will be through additional tuition for program costs as needed, and by the effective allocation of general staffing and material resources.

The consideration and flow of special educational programming will move from:

Total integration in the regular classroom with accommodations.

Integration in the regular classroom with regular classroom support and/or modifications to the program as determined by the IEP.

A combination of regular classroom programming with additional support and school-based special education programming in either the classroom or in the learning resource room.

Learning resource room setting full time.

Recommended alternate center-based school placements or homebound programming.



G. Procedures:

The following processes will be used to identify, assess, and program for students with special educational needs who require modifications to their learning programs and additional supports as well as for other learners who require accommodations and differentiated learning within the regular classroom.

1. At the beginning of the school year throughout September, teachers will provide well-planned, grade-level curricular learning experiences to all students. During this initial stage teachers will assess student's learning to identify students who are demonstrating less than optimal learning. Teacher's assessments will lead to decisions to scaffold learning, differentiate instruction, and to accommodate learning challenges. Various methods of delivery and assessment will be utilized during this phase.
2. As soon as a teacher recognizes that a student requires additional supports or modifications to the curriculum in order to maximize learning, or that a student requires additional behavioral supports, the teachers will compile a report of his/her observations and assessments and any recommendations that will improve the student's learning outcomes. The teacher will then refer the student to either the SEN coordinator for SEN observations and assessments or to the school's social worker for behavioral programming.
3. The SEN coordinator or school's social worker will as soon as practicable following a referral (within the first week) schedule visitations to the classroom to complete the required observations and assessments. The SEN coordinator/school's social worker may at this time explore with the teacher's additional suggestions for scaffolding and differentiating the learning, accommodating the student's learning within the regular classroom, adjusting the methods of delivery, restructuring the classroom, or adjusting routines and transitions, etc.
4. Upon completing the first round of observations and assessments (by September 30 or as soon as possible thereafter), the SEN coordinator/social worker will convene a meeting of the LST.
5. The LST will review the student's learning or behavioral profile, teacher and SEN coordinator assessments and recommendations, and programming

interventions that have been implemented. The LST will decide to either continue to monitor the student's progress within the regular classroom or meet with the parent to review the team's findings and to discuss possible supports and modifications that may be required or as determined by the SST, recommendations for additional external assessments.

6. Following this initial meeting with parents, the SEN coordinator or school's social worker will compile a draft IEP, ALP, or BLP that will be shared with other members of the LST team and the parents. A final IEP, ALP or BLP document will be compiled and reviewed during a follow up meeting with the parents. This document will identify additional supports and/or modifications to the curriculum or placement in the learning support room for part of the student's program.
7. Placement in the learning resource room for the student's entire program or referral of the student for further assessments or placements with other support agencies and service providers will be referred to the SST for approval, program planning, and monitoring.
8. The LST team members and the parents will finalize the student's IEP/ALP or BLP, and sign off on the document (by October 30th).
9. The LST will meet regularly (Monthly) in order to monitor the student's progress and make any adjustments to the IEP,/ALP or BLP as deemed necessary in order to maximize learning for the student. Changes to the IEP, ALP, or BLP will require parental involvement in these decisions.
10. Students who are pre-identified with SEN codes will upon intake be provided with the necessary additional supports and programming arrangements as can be determined by the student's profile and assessments from previous years or placements. Additional tuitions and supports for these students will be discussed with the parents upon intake. Appropriate SEN programming as determined by the SEN coordinator and/or school social worker in consultation with the vice-principal will be put in place prior to the student's beginning or as soon as practicable thereafter. Such programming includes any learning support programming, modifications, or shadow teaching support that is deemed necessary.
11. The LST will meet at the beginning of the school year to review the preliminary program arrangements as determined in nine (9) above, and in

consultation with the parents will make any adjustments to these decisions based upon a review of the student's learning profile and current ongoing assessments completed by the SEN coordinator/school's social worker, and the classroom teachers.

12. The LST will meet regularly (monthly) to review and monitor student's progress. Additional supports or program modifications or external assessments will be provided as determined necessary by the SST and agreed upon by the student's parents.
13. Any parents with SEN students will work in partnership with the school to support their child's learning needs. Such support will be in the form of involvement with the LST during regular meetings (at least quarterly) as convened by the SEN coordinator.
14. Parents may be required to provide additional tuition in order to meet any extra-ordinary learning support needs for their children.
15. The school will work within its available resources to support parents and students with special learning needs and will allocate resources accordingly.

H. Legal References:

ADEC Private Schools Policy and Guidance Manual *Policy 37: Guardians Reports* Corresponding to Article (42) of the Organising Regulations.

ADEC Private Schools Policy and Guidance Manual *Policy 45: Distributing Students in Classes According to Age Group* Corresponding to Article (50) of the Organising Regulations.

ADEC Private Schools Policy and Guidance Manual *Policy 46: Promoting Students to the Next Grades or Retaining Them to Repeat* Corresponding to Article (51) of the Organising Regulations.

ADEC Private Schools Policy and Guidance Manual *Policy 48: Students with Special Needs* Corresponding to Article (53) of the Organising Regulations.

Province of Alberta School Act June 1, 2015, Section 47, subsections (1-3, inclusive).

Policy 204 Appendix A

Teacher's Referral and Assessment Form

STUDENT'S NAME:	DATE OF BIRTH:
GRADE:	DATE OF REVIEW:
TEACHER'S NAME:	

Brief Description of Main Concern:

--

Support Currently Given:

--

Future Action (to be completed by SENCO):

--

Date for Next Review:

/ /

Policy 204 Appendix B

INDIVIDUALIZED EDUCATION PLAN

GENERAL INFORMATION

1. Student's Name:
2. Student's ID number :
3. School's Name:
4. Gender:
5. DOB:
6. Nationality :
7. 1 st Language:
8. 2 nd language :
9. Teacher:

EXPLANATION OF CODING SYSTEM

Report of Progress

A-Achieved

H- Achieved with some help

E-Skill emerging

CURRENT LEVEL OF FUNCTIONING:

DATE:

--

START DATE	OBJECTIVES	PROGRESS			MATERIAL / STRATEGIES
		E	H	A	
Subject/Focus: BEHAVIOR					
Long term goal:					

SUMMARY OF PROGRESS

DATE:

APPROVAL

Date:	Teacher's Signature:
Date:	Parent's Signature:
Date:	School's Signature

Policy 205 Graduation Requirements

In order to graduate high school, students need to meet the following requirements:

Alberta Graduation Diploma

To officially graduate and receive an Alberta Diploma, a student has to meet the following Requirements:

Course sequencing and selection will vary for individual students. The complete chart is available in the [Guide to Education: ECS to Grade 12](#).

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS
The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS – 20 LEVEL (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
SCIENCE – 20 LEVEL (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
<p style="text-align: center;">10 CREDITS IN ANY COMBINATION FROM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Career and Technology Studies (CTS) courses <input type="checkbox"/> Fine Arts courses <input type="checkbox"/> Second Languages courses <input type="checkbox"/> Physical Education 20 and/or 30 <input type="checkbox"/> Knowledge and Employability courses <input type="checkbox"/> Registered Apprenticeship Program courses <input type="checkbox"/> Locally developed courses in CTS, fine arts, second languages, or Knowledge and Employability occupational courses
<p style="text-align: center;">10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)</p> <p>These courses may include</p> <ul style="list-style-type: none"> <input type="checkbox"/> 30-level locally developed courses <input type="checkbox"/> Advanced level (3000 series) in Career and Technology Studies courses <input type="checkbox"/> 30-level Work Experience courses <input type="checkbox"/> 30-level Knowledge and Employability courses <input type="checkbox"/> 30-level Registered Apprenticeship Program courses <input type="checkbox"/> 30-level Green Certificate Specialization courses <input type="checkbox"/> Special Projects 30

UAE Graduation Equivalency Requirements

To attend university in certain Middle Eastern and Asian countries, it is necessary for high school students to gain equivalency for their high school diploma.

The equivalency letter is a certificate provided by ADEK. To obtain this equivalency, students must submit the following documents:

- Original ADEK issued and attested High School report cards of Grades (10-11-12).
- An attested original Alberta diploma attested by Global Affairs Canada and the UAE Embassy (The school will make these arrangements for students who request such).
- Islamic Studies results for (Muslim students) and Arabic (for all students) with scores of not less than 60% for grades 10-11-12.
- Report cards for grades 10-11-12 must include a minimum of five of the following subjects (English, Mathematics, Physics, Chemistry, Biology, Geology, General Science, Economy, French Language, Business Management, Accounting, Computer Science, Sociology, Nutrition & Health Studies, English Literature, Genetics, History, Geography, Psychology, Information Technologies, Art & Design).

Additionally Students must:

- Pass the Grade 12 Ministry of Education's Arabic and Islamic Studies exams (**level 6 for non Arabic speakers**) with a minimum grade point average of 60%.
- Provide an original certificate of IELTS with a minimum score of 5.5, **or** the TOEFL exam with a minimum score of:
 1. 61 points on internet-based TOEFL exams
 2. 173 points on computer-based TOEFL exams
 3. 500 points on paper-based TOEFL exams
- Provide an original certificate of SAT 1 with a minimum score of 400 points in Math

Legal Reference

Ministerial Resolution 4443 of 2001 pertaining to Equivalence of Certificates issues by Private Schools

Policy 206
Educational Trips

Policy Statement:

The purpose of this policy is to ensure that all educational trips are undertaken to provide the students with off-site learning opportunities that are age-appropriate, linked to the programs of study, or approved leisure activity. The policy also requires proper planning and precautions are taken so that all trips are approved by ADEC and that risk is mitigated and managed and proper levels of skilled supervision are provided.

Procedures:

1. At the beginning of each school year teachers from each division will submit a list of proposed field trips for the school's principal to review and approve for submission to ADEC for initial approvals. The approved list of trips will be posted on the school's calendar.
2. Upon gaining ADEC's approval in principle for the comprehensive list of field trips, teachers will begin planning their trips so that the parents are notified and surveyed for their willingness to have their child participate 25 days prior to the proposed date of each trip.
3. Upon garnering 75% of positive responses from the parents, the teachers will work with their division coordinators to complete all field trip planning documents.
4. The coordinator approved trips will be forwarded to the school's social worker Ms. Elham to ensure that the field trip process is followed as per the attached flow chart for planning and organizing field trips.
5. A comprehensive review of the risks and risk mitigation planning document must be completed and reviewed with the principal prior to receiving the principal's approval for any field trip.

6. Upon completion of all paperwork including individual student and staff's medical contact forms and alternate plans for the students not attending the proposed field trip, and upon receiving the principal's approval, the final field trip documents will be submitted to ADEC for approval at least 20 days prior to the proposed trip date.
7. Prior to disembarking on any field trip, appropriate levels of supervision (1/8 for Kg-1—Grade 3; 1/10 for grades 4-9; and 1/3 for SEN student) will be secured.
8. Following any field trip, a teacher's evaluation form of the trip is to be completed and submitted to the principal for consideration of future trips.
9. All transportation required for off-site educational field trips or extra-curricular activities is to be conducted in accordance with ADEC's Policies 73 to 76, inclusive and as per Maplewood International School's *Policy 505 School Bus Transportation*.

Legal References:

ADEC Private Schools Policy and Guidance Manual *Policy 49: Extra-Curricular Activities* Corresponding to Article (54) of the Organising Regulations.

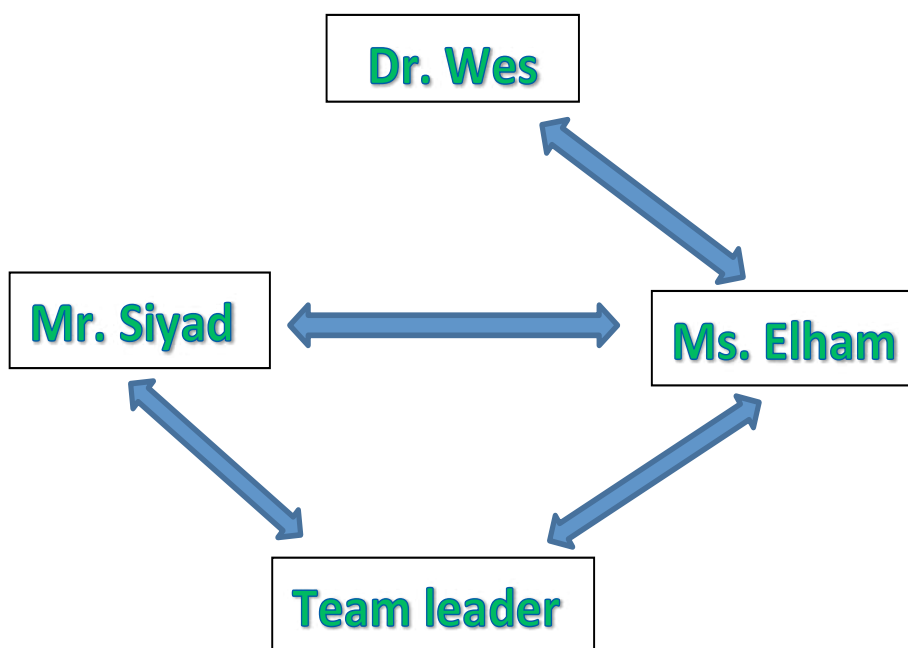
ADEC Private Schools Policy and Guidance Manual *Policy 73: Ownership and Means of Transportation* Corresponding to Article (78) of the Organising Regulations.

ADEC Private Schools Policy and Guidance Manual *Policy 74: The Condition of the Means of Transportation* Corresponding to Article (79) of the Organising Regulations.

ADEC Private Schools Policy and Guidance Manual *Policy 49: Extra-Curricular Activities* Corresponding to Article (54) of the Organising Regulations.

Policy 206 Appendix A

Educational trips
Flow chart and responsibilities



1- Dr. Wes

- Receives Forms from Team Leaders to check curriculum suitability and risk management; the team leader will then forward all forms to Ms. Elham.

2- Ms. Elham

- Checks the newsletter before printing and distribution –the final cost confirmed.
- Checks with the school Administration (Mr. Maher) the cost of transport and book buses with the bus supervisor.
- Organizes the booking.
- Informs the team leader of details.

3- Team leader

- Receives all forms from teachers and checks with Dr. Wes.
- Liaisons between Ms. Elham and the teachers.
- Collects money to give to finance (Mr. Siyad)

4- Mr. Siyad

- Receives the forms from Ms. Elham.
- Informs Ms. Elham of the costing for transport.
- Receives the money from the Team Leaders.
- Organizes the payment to be ready when required and informs the team leader and Ms. Elham of the system: cash, cheque etc.

5. Teacher

- Plans field trip for class and completes forms to submit to the team leaders.
- Consults with the team leader.
- Informs the parents and collects forms from the parents and the students.
- The teacher coordinates the trip while in progress.
- Completes the teacher's evaluation form after the trip.

Note:

Please ensure that planning takes place well in advance so that a letter from school can be submitted to the parents in regard to any trip before 25 days prior to the proposed date to get samples of parent's approval of no less than 75% of the total parental body of the targeted student so we can request ADEC's APPROVAL TWO WEEKS prior to the trip/ activity.

Team work planning field trips will be highly appreciated.

السادة/ قسم الأنشطة المدرسية

مجلس ابوظبي للتعليم

التاريخ:

تحية طيبة وبعد,

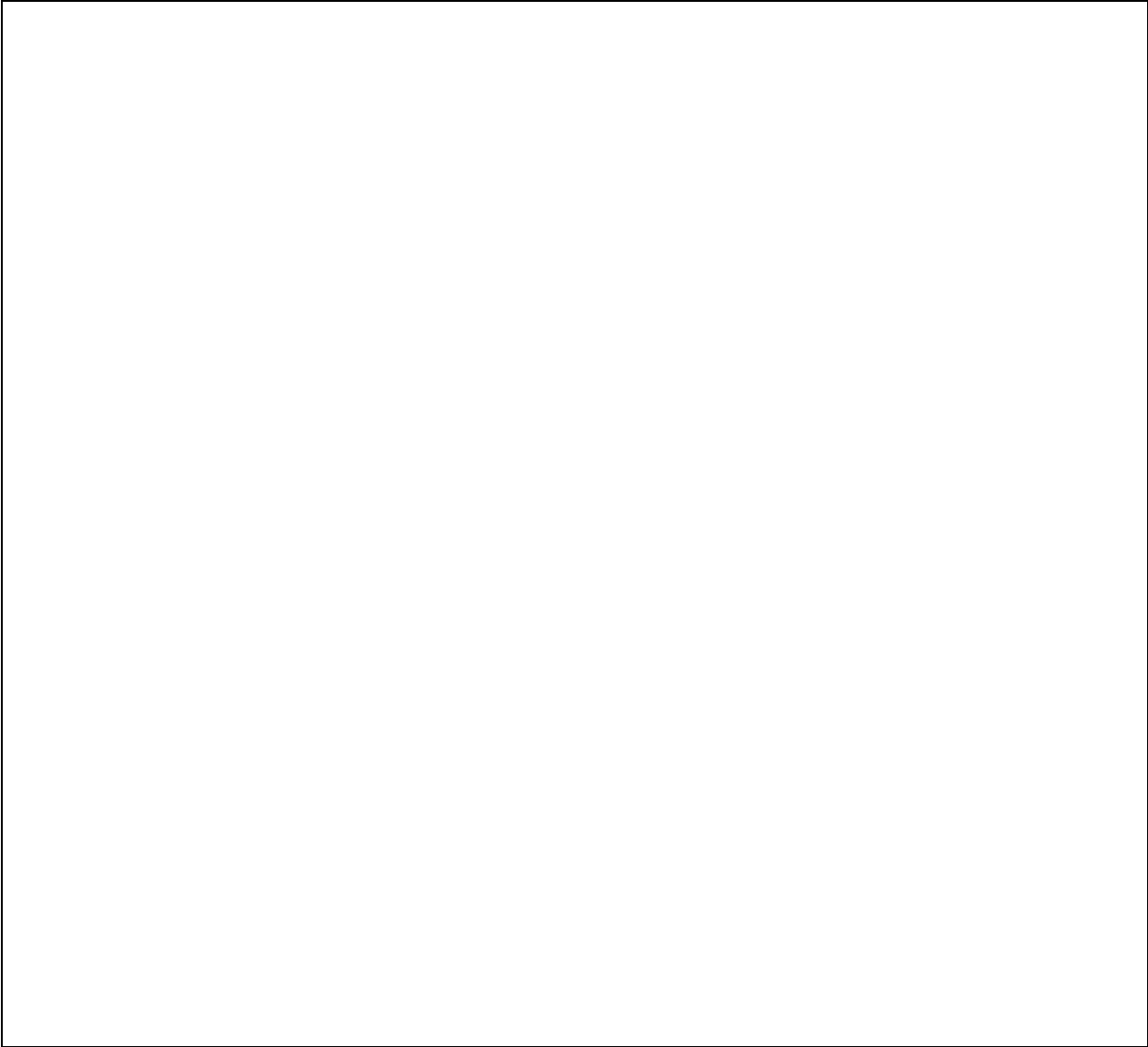
(Subject) الموضوع:

1-	الهدف من الرحلة Purpose of trip/ activity:	
2-	المستهدفون Targeted students:	
3-	عدد الطلاب Number of students:	
4-	تاريخ الرحلة: Trip's date:	
5-	الوقت Time:	
6-	نوع الرحلة (تعليمي/ ترفيهي/ اختياري/ اجباري) Trip / activity type(educational/ leisure/ optional/mandatory)	
7-	نموذج من موافقات اولياء الامور Sample of parents' approval	

8-	عدد المعلمين المصاحبين للطلبة وأسمائهم Number and names of teachers attending the trip	
9-	المبلغ بالدرهم PRICE	
10-	<p>خطة المدرسة التعليمية للطلاب غير الراغبين بالذهاب للرحلة</p> <p>Educational school's plan for students not participating the trip</p>	

11-

المخاطر المحتملة
Risk assessment



Principal's Signature _____

Policy 206 Appendix C

Risk Assessment Awareness Form

VISIT TO: _____

ADDRESS: _____

TELEPHONE NO _____

YEAR GROUP/S _____

DATE OF TRIP _____

PARTY LEADER _____

Please inform all participants (staff and pupils) of the risks that have been identified and the control measures in place. If necessary this procedure can be repeated on arrival or at any other time during the day (e.g. pointing out meeting places, fire exits etc.).

	Risk Assessment(s) in place:
1	
2	
3	
4	
5	

I am aware of the contents of the above Risk Assessments.

Name in Full:	Signature:	Date:

Policy 206 Appendix D

Educational Visits, Annual Emergency, Contact Form

This form must be completed by all trip participants (staff to complete annually).

Academic Year: 2015-2016

Name:

I confirm that all of the contact and medical details provided below, which will be held on file by the school (and only used in case of emergency) are correct.

Any Medical Conditions that we should be aware of (including emergency treatment if required):

.....
.....
.....

Emergency Contact Details:

Emergency Contact 1:		Emergency Contact 2:	
Name		Name	
Address		Address	
Mobile		Mobile	
Home		Home	
Work		Work	

I am aware that it is my responsibility to inform the school of any changes to the above details.

Signed:	Dated:
Name in Full:/...../.....
Please write name in block capitals	

Policy 206 Appendix E

Parental Consent to Field Trip

Student's name: _____

Grade: _____

Dear Parent, MAPLEWOOD INTERNATIONAL SCHOOL will arrange a trip.

Date of Trip: _____

Place: _____

Time: _____

Cost: _____

Please tick your choice in the below square:

I agree

☐

I don't agree

☐

Parent's name and signature: _____

Policy 206 Appendix F

EVALUATION OF SCHOOL'S VISIT

To be completed by the Group Leader after all visits and **returned to the Curriculum Leader** within 1 week of trip. The completed forms will be kept in the social worker's office.

Venue:		
Purpose of visit:		
Dates of visit:		
Class/Group:		
Number in group	Pupils:	Staff:
Commercial organisation involved (if relevant)		
Please comment on the following as relevant:	Rating out of 10 with 1 being poor and 10 being excellent	Comment
Travel arrangements		
Content of education, programme provided		
Equipment		
Suitability of environment		
Other comments and evaluation including "close calls" not involving injury or damage		
Signed:	Date:	
Group leader's full name:		

Policy 206 Appendix G

Field Trip Summary

DATE:	GROUP LEADER:	LOCATION:
YEAR GROUP:	PARTY SIZE:	

Travel arrangements:	
COACH	
Name of Company:	Number of Coaches:
NB: Seat belts are compulsory	
OTHER (walk, bus, boat, train other)	

Contact if return is scheduled before 3:30pm:	
Contact if return is scheduled later than 3:30pm:	

Staff Details	FIRST AID CERTIFICATE (Yes/No and date)
NAME:	

I have attached the draft letter to parents ☐

I have attached risk assessments ☐

I have read the Educational Trips Policy ☐

I have attached parents' consent form ☐

Signed:	(Group Leader)	Date:
Signed:	(Curriculum Leader)	Date:

I am satisfied that the arrangements for this visit have been made in accordance with the above advice and guidelines.

Policy 206-Appendix H

Plans for Students Not Attending a Field Trip

The teachers from the core subjects will provide review material for the students regarding the work they have completed to date in each class. They will also provide any additional work they feel the students who are not attending the trip need to complete in order to gain a better understanding of class concepts and learning outcomes.

Any learning outcomes being covered during the trip will be provided to these students through a worksheet and other support materials and assignments that cover the same concepts.

A replacement teacher will work with these students to support their learning.

Policy 207

Maplewood School's Library (Learning Commons)

Policy Statement:

The school's library is a supplemental learning center that is intended to support the students in attaining the school's educational goals and objectives. The Maplewood School's Library is an inclusive, flexible, learner-centred space for collaboration, inquiry, imagination and individual, and large or small group research and study.

Procedures:

1. At the beginning of each school year, the principal will establish a resource review committee to ensure that the materials contained within the school's library, and the resources used within the school are in keeping with the cultural and social norms and expectations of the United Arab Emirates and ADEC's guidelines and expectations.
2. Students can access the library to independently study, read silently, and receive instructional assistance from the librarian, if available, or to sign out books.
3. Small groups of students can access the library when available (see schedule) to collaborate in their studies and to engage in research.
4. Classes may access the library as per a predetermined schedule to be worked out in advance with the school's librarian.
5. The teachers will remain with their classes; plan, implement, and assist in all activities; and lead the students towards successful completion of their learning objectives.

6. When whole classes are scheduled to access the library, the learning outcomes are to be intentional and shared with the librarian so she can assist in their accomplishment.
7. The librarian is available to:
 - a. Support the students in finding and using resources for purposeful study or assignment completion.
 - b. Assist in locating appropriate books for the students to read and check out.
 - c. Check out books.
 - d. Review the library and resource access with the students and provide them with instruction on such.
 - e. Read stories which are connected to curriculum outcomes through pre-planning with the librarian.
 - f. Assist in digital and non-digital resource acquisition and use.

Policy 301 Student Admission

Policy Statement:

MWIS was founded to provide Canadian and international students residing in Abu Dhabi with an Alberta accredited education. To be successful in this academic program, students need to have a strong command of the English language, and well-developed inquiry and independent learning skills.

Achieving a High School Diploma from Alberta provides students with entrance into most western universities. The academic standards of the programs reflect this level of achievement. It is therefore important that students and parents understand these requirements when applying for admission. The school's procedures must maintain these standards and therefore it has established a set of Admission Criteria.

Procedures:

- 1- All students are expected to complete the application (and provide requested supporting documentation)
- 2- Students are expected to apply for placement in age appropriate grade levels as established by Alberta Education (exceptions to these age guidelines will be reviewed on a case by case basis and are subject to final approval from the Abu Dhabi Education Council)
- 3- Students applying for seats in grades one and above will also be expected to successfully complete an interview/entrance assessment
- 4- Assuming the above criteria are met, MWIS reserves the right to implement a 'priority' policy should there be a limit of available seats. These are stated in rank order below:
 - a. Children of MWIS Faculty
 - b. Canadian citizens in the following order of priority:
 - i) Siblings of current MWIS students
 - ii) Children of MWIS corporate partners.
 - iii) Transferred students from Alberta Accredited schools.
 - iv) Transferred students from Canadian schools outside Alberta.
 - v) Transferred students from accredited International Canadian schools.
 - vi) Transferred students from accredited English language school outside of Canada

- c. Non-Canadian students who are children of MWIS corporate partners
 - d. Non-Canadian students who are siblings of current MWIS students
 - e. Non-Canadian students who are transferring from an Alberta (or other Canadian) curriculum school
 - f. Non-Canadian students who are transferring from an accredited English language curriculum school
 - g. Native English speaking students transferring from accredited English language schools
 - h. Non-native English speaking students transferring from accredited English language schools
- 5- MWIS believes strongly an individual's right to a quality education, and as such applies an open enrollment policy. The above listed procedures are in place to support the academic integrity of the programs and the rights of the students currently enrolled in the school.

Grade Level/Age Correlation Chart
(as per Alberta Education guidelines):

Grade Level	Age (as of Sept 1 st)
Kg 1	4
Kg 2	5
Grade 1	6
Grade 2	7
Grade 3	8
Grade 4	9
Grade 5	10
Grade 6	11
Grade 7	12
Grade 8	13
Grade 9	14
Grade 10	15
Grade 11	16
Grade 12	17

Policy 301-Appendix A
Registration Process Tracking

Student's Name: _____

Student's Age as at 1 Sept.: _____

Recommended Grade: _____

<p align="center">First Point of Contact by the School</p> <p>1. Contact parents acknowledging receipt of Registration</p> <ul style="list-style-type: none"> Schedule student interview at least 24hrs in advance. Section Leaders advised promptly of the scheduled interview time. Instruct parents that they MUST bring previous school's history, reports to the interview. 		<p align="center">..... FPOC Signed</p>
<p align="center">Section Consideration</p> <p>2. Review File</p> <ul style="list-style-type: none"> Registration file (AGE, Grade etc.) Interviews and IMAP screening completed & Recommendation Report attached. Section Leader's recommendation : <i>Recommended / Significant Concerns</i> 		<p align="center">..... Screening Interviewer Signed Section Leader signed</p>
<p align="center">Senior Leadership Attestation & Decision</p> <p>3. Registration Review and Approval:</p> <ul style="list-style-type: none"> Leadership Approved/ Not Approved (circle selection) Placement Grade: [] 		<p align="center">..... Principal's Signature</p>
<p align="center">Registrar <i>(circle action taken)</i></p> <p>4. Either Sends communication to parents thanking them for their initial registration but advising them that unfortunately on this occasion their application has been unsuccessful.</p>	<p>4. Or Proceed with Registration</p> <ul style="list-style-type: none"> Student's Profile Parent Contact Information Medical Information Previous School's Records 	<p align="center">..... Registrar's Signed</p>
<p align="center">Registrar/Accountant</p> <p>5. Final Registration (for successful applicants)</p> <ul style="list-style-type: none"> First payment (1000aed)-Accountant Uniform and School Supplies-(School Secretary) <ul style="list-style-type: none"> Code of Conduct Contract signed by Student & parents Bus Contract signed by Student & parents Email confirmation to parents confirming expected date of attendance—minimum 24hrs notice (Registrar) Email confirmation and start date to; (Registrar) <ul style="list-style-type: none"> coordinators teacher Librarian IT 		<p align="center">..... Accountant Secretary Registrar</p>
<p align="center">Senior Leadership Final Attestation</p> <p>6. Registration Review and Approval</p> <ul style="list-style-type: none"> Leadership Final Attestation 		<p align="center">..... Principal's Signature</p>
<p>7. FIRST DAY OF ATTENDANCE</p> <p align="center">DATE: _____</p> <ul style="list-style-type: none"> All MWIS Teachers informed by e-mail. (Registrar) NO student will be enrolled for the first day of school without 100% of the above being complete 		<p align="center">..... Registrar's Signature</p>

Policy 302
School's Arrival, and Dismissal Policy

Policy Statement:

In the interest of creating a safe and orderly environment for students the following arrival and dismissal procedures have been outlined in order to structure attendance at school so that all students can be accounted for at all times.

The policy intent is to also ensure that communications between parents and the school are effective in ensuring that all students' whereabouts are known at all times both coming to and from school, and while in the care of the school.

Procedures:

1. As per *Maplewood International School Transportation Policy #4*, each bus will at all times have an updated manifesto that identifies all students who are on the bus each day. Attendance is to be taken by the bus monitor both in the morning upon arrival and in the afternoon during departure. At the end of each trip, the bus monitor is to account for each student as he/she exits the bus. In the morning and after all students have been returned home, bus monitors and drivers are to complete a physical inspection of the bus to ensure that all students have been safely delivered to school or home.
2. Upon arrival to school, students are to remain with their belongings in the side gathering area for KG1-2, and in the courtyard for grades 1-12 to participate in morning exercises.
3. Attendance is to be taken by the homeroom teacher or the receiving teacher between 8:15 and 8:35 to account for late buses.
4. With the exception of bus students who enter the school after 8:00 a.m. late students must enter through the front gate and are to report to reception to receive a late pass.
5. Teachers will account for the students during attendance by marking a student as present, acceptable absence, unexplained absence, or as late for non-bus students arriving after 8:00 am.

6. In order to pick students up from the school, parents are to report to the main gate to reception and request that their child be brought to them.
7. Reception will work with teachers to account for all students leaving early. Reception will provide updated information to all bus monitors as applicable.
8. Each bus monitor will prior to dismissal report to the information bulletin board posted near the KG wing of the school to update their bus manifesto and daily attendance.
9. Bus parents are requested to inform the school prior to 2:30 if they are picking their child up so that proper communications can be ensured and procedures followed.
10. KG students being picked up by their parents are to be picked up after 12:30 in the classroom for KG students. The side KG gate will be locked by 1:00 pm.
11. Grade 1-12 students being picked up after school are to gather and remain in the courtyard until their parents arrive to pick them up.
12. Students who have prior written parental permission and are 12 years of age and older or accompanied by an of-age sibling may exit the front gates for the purpose of walking home or accessing alternative transportation such as public transit or taxi.
13. With the exception as per #12 above, No student is to exit the school gates without being accompanied by a parent or approved guardian.
14. The school will provide an identification card for the purpose of identifying parents and guardians.
15. Exit gates will be opened at 7:30 and at 2:45 and will remain open for 15 minutes (side gates) or 30 minutes (back gates), and will be supervised for the duration that they are open.
16. Students arriving after gates are closed are to enter the school through the front gates that will remain open throughout the school day and maintained by security.

Policy 302 Appendix A

To Whom It May Concern:

Academic Year _____

In signing this document, I acknowledge that my child's safety and security is not the responsibility of the school prior to 7:15 am each day. I also accept and acknowledge that the only staff at school prior to 7:30 may be security. Therefore my child agrees to remain seated in the front foyer area where security is available.

I also acknowledge that it is my responsibility to cooperate with the school and to try and arrange things so that my child arrives at the school no earlier than 7:15.

No child will be allowed on the school premise prior to 7:15 without having this signed consent by his/her parent.

Child/Children's Name/s:

Parent's Name (Printed):

Parent's Signature:

Date: _____

Principal's Signature:

Date: _____

Policy 303

Attendance/Absence Policy

Policy Statement:

As per expectations articulated in ADEC policy #54 *Attendance* and #55 *Absence*, Maplewood International School is committed to supporting students and families in maintaining acceptable school attendance that enables every student to gain access to the curriculum and subjects taught. The goal of the policy is to realize punctual and regular attendance for every child. The policy implementation will ensure that all attendance data is accurately recorded and properly communicated.

Definitions:

1. **Attendance** refers to the total number of school days attended by the student during the school year based upon the school calendar.
2. **Absence** refers to the days when students fail to attend school. Absence rates above 10% are considered causes for concern.
3. **Authorized Absences** include illness, death, doctor's appointments, official community tasks and mandatory appearances before an official body, urgent family travel for medical reasons or family tragedies.
4. **Unauthorized Absences** include shopping trips, unnecessary travel, and other types of absences not included in the authorized absence list.
5. **Truancy** refers to all absences over 10% unless otherwise explained by unavoidable authorized absences.

Policy Expectations:

Students are expected to attend school on every school day as specified in the school's calendar.

Students shall arrive at school punctually every school day, attend morning assembly, and attend classes on time.

Procedures:

1. The principal will:
 - a. At the beginning of the school year, provide Parents/Guardians with a copy of the school's approved attendance policy and the school calendar.
 - b. Ensure the school's attendance policy is implemented and adhered to.
 - c. Ensure that the school is maintaining accurate daily attendance data for each student, including timely or late arrival to school.
 - d. Ensure effective administration of student attendance and the daily recording of attendance.
 - e. Provide clear information regarding the consequences of poor attendance to parents/guardians, students, and the school's staff.
 - f. Implement and supervise the procedures for dealing with poor attendance and/or tardiness.
2. Teachers will:
 - a. Maintain a record of attendance and punctuality by student.
 - b. Work with the school reception to ensure the accurate recording of student attendance and punctuality in accordance with the school's procedures for recording attendance and punctuality.
 - c. Support students in completing assignments missed during acceptable absences.
3. Parents/Guardians will:
 - a. Make every effort to ensure that their children attend school every school day and arrive on time.
 - b. Inform the school early for any and all absences and provide the school with a reason for the absence.

- c. Seek to ensure that family vacations coincide with scheduled school's vacations as per the school's calendar.
- 4. The school's reception will:
 - a. Assist parents and teachers in maintaining an accurate and timely record of student attendance, absence, and lateness.
 - b. Communicate with parents any student's absences by way of an SMS by 9:00 each morning.
 - c. Alert the school's counselor of all unexplained absences (that remain unexplained following an SMS message to the parent) in excess of two days.
- 5. The School's Counselor will:
 - a. Contact parents to discuss all attendance concerns regarding students.
 - b. Contact parents to confirm unexcused absences in excess of two days.
 - c. Track student's absences and follow up on all students with over 10% absences.
 - d. Refer students to the division coordinator or vice-principal for level two and three interventions, respectively, as per the school's discipline policy for unresolved school's absences over 10%.

Legal References:

ADEC Private Schools Policy and Guidance Manual *Policy 54: Attendance*
Corresponding to Article (59) of the Organizing Regulations.

ADEC Private Schools Policy and Guidance Manual *Policy 55: Absence*
Corresponding to Article (60) of the Organizing Regulations.

Province of Alberta School Act June 1, 2015, Section 14 *Enforcing school Attendance* and Section 15 *Attendance at School*.

Policy 303 Appendix A

Date:

Dear MR/MRS. PARENT's NAME

I am writing to inform you that your son/daughter _____ has been late _____ times between _____ and _____.

In keeping with Maplewood International School's policy, we would ask that you ensure that your son/daughter be in class on time so that (he/she) is ready to learn and take part when the class begins.

Coming late interrupts the class and interferes with 's learning. Your help in this matter will be much appreciated.

Regards,

Dr. Wes Neumeier

Principal

Policy 304

Child's Protection Policy

Policy Statement:

The Maplewood International School is committed to safeguarding and promoting the welfare of children in our school. We recognize and work to ensure that children have the right to feel secure. This policy acknowledges that parents, caregivers, staff, and others can harm children either by direct acts and/or by failure to provide proper care. The purpose of this policy is to establish awareness and procedures that will foster safety and safeguard children in our school. We endeavor to work in partnership with parents, guardians, and other service providers committed to protecting children.

Definitions:

- **Abuse and Neglect** are forms of maltreatment of a child by an adult or another child, either by infliction of harm or by failing to act to prevent such harm.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. Neglect may result from a failure to provide adequate food, clothing, or shelter, or a failure to protect a child from physical and emotional harm or danger. A failure to provide adequate supervision or access to appropriate medical care or treatment is neglect.
- **Physical Abuse** may involve but is not limited to hitting, shaking, throwing, poisoning, burning or scalding, drowning, and suffocating.
- **Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

- **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware of what is happening.

Key Role and Responsibility:

- **School's Social Worker/Child Protection Officer:**
The social worker will maintain current training and certification as a child protection officer. Her role in the school is to support students and their families, to liaise with the school for the families, and to identify all behavioral, emotional, and social concerns. The social worker will support staff in addressing behavioral issues, and will help identify child protection issues that require follow-up and/or reporting. She will assist in proactive awareness training for students, their families, and staff.
- **The School Nurse** will ensure that all medical concerns are identified and treated either on-site or through proper referrals. The health nurse will provide proactive health activities and awareness training for students, their families, and for staff. She will support the school in promoting good health and wellbeing. The health nurse is responsible to ensure that all clinical procedures and practices are in keeping with Ministry guidelines and policies, and that school policies reflect best practice.

Policy Context:

Although it is the intent of this policy is to promote and maximize openness and cooperation between the school and home, the school reserves the right to contact the Police without prior parental notification if such action is deemed to be in the child's best interest.

Children may suffer neglect, emotional, physical or sexual abuse or any combination of such.

The following procedures apply to all staff and employees working in the school. The aim of our procedures is to prevent children from being abused, and to safeguard and promote the welfare of pupils by implementing procedures that:

- Raise awareness of child protection and clarify roles and responsibilities of staff and school volunteers;

- Develop, implement, and review procedures that enable all staff and volunteers to identify and report suspected or confirmed cases of abuse;
- Properly support pupils who have experienced abuse and who have additional needs;
- Ensure safe recruitment and hiring practices;
- Establish a safe environment in which children can learn and develop;
- Ensure that all suspected cases of abuse or neglect are dealt with in accordance with Ministry of Education policies and procedures, and in collaboration with the police.

Procedures:

1. At the beginning of each year the principal will ensure that all staff are familiarized with this policy and are informed of child protection concerns, signs of abuse and neglect, and of the necessary procedures and practices for safeguarding children in their care.
2. At the beginning of the school year, the school's principal will inform parents of the school's responsibility to our students regarding child protection, and will clarify the procedures and practices the school will use to ensure child safety and security. Parents will be provided copies of this policy upon request.
3. The school's social worker and nurse will maintain current training in child protection matters and will provide staff with child protection awareness training at the beginning of each school year.
4. At the beginning of the school year, the school's social worker and nurse will coordinate with teachers to inform and educate students on child protection matters through age appropriate classroom presentations that reinforce the child's right to a safe and secure environment at all times. Presentations will ensure that children can identify the safe adults both in school and at home who they can approach to seek support and help.
5. Health and physical education teachers and other teachers where appropriate will utilize curricular outcomes to ensure that all students develop the skills they need to recognize and stay safe from abuse.

6. All staff are required to maintain vigilance and to follow up on all and any suspicion of child neglect or abuse by any individual. Teachers are to refer all incidents of suspected abuse to the school's social worker and/or nurse for further follow up and support.
7. The school's social worker and/or nurse are to report all suspected cases of child abuse to the school principal.
8. The school's principal will follow the guidelines and practices for reporting child protection matters to the proper authorities as outlined in ADEC *Policy 3: Students Protection*.
9. All staff and volunteers are to have completed necessary security checks and criminal record checks prior to their employment with the school.
10. Staff and volunteers are expected to dress appropriately for their roles and are expected to avoid unnecessary contact with children except where it is necessary to remove a child from a dangerous situation or to remove an object from a student in order to prevent harm to self or others.
11. When restraint is required, trained staff are to follow the restraint procedures as per their training.
12. Staff and school volunteers are to avoid out-of-school contact with students and all personal communications including inappropriate emails and or phone calls unrelated to the usual curricular communications approved by the school.
13. Staff and school volunteers are to refrain from taking pictures of children not related to the school's education program and as previously approved by the parent/guardian through a signed parent consent form.
14. All visitors to the school are to be cleared through security, wear a proper identification tag, and follow all school protocols for contacting students while in school. Such procedures are to be communicated to parents at the beginning of each school year.

15. Each year a supervision schedule must be developed and enforced such that all children have access to adequate supervision that is proactive, sufficient in number, and attentive. Each staff member is individually responsible to fulfill his/her obligation as per the supervision schedule.
16. The school's principal and school nurse are to ensure that all staff, including temporary staff, and volunteers are informed of all students in their care who have medical needs that require adult vigilance or the administration of medical invention and care. A posting of all students with medical needs is to be maintained and current, and displayed in the staff room where staff may review such requirements. Additionally, a summary sheet of the medical needs of students is to be maintained for each classroom teacher and is to be kept in their day book so that it is available for substitute teachers at all times.
17. Emergency preparedness policies, training, and drills regarding fire, and missing children will be clarified at the beginning of each year, and records of drills and teacher training will be maintained.
18. First Aid training will be provided early each year in order for sufficient staff to be qualified and certificated.
19. In cases of extreme weather such as high heat or winds, or heavy dust storms students will be kept inside for recesses. On hot days students will be allowed ample water breaks and will be monitored for their exposure to the heat and sun. The shaded play areas will be utilized on hotter summer days. Where the heat exceeds 40 degrees students will be given alternate inside areas for their breaks. During very hot weather students will be required to wear hats when outside, and they will be supervised to ensure that they are well hydrated.
20. The ratio for off-site field trips will be as per the following guidelines:

Grade Level	Student to Adult Ratio
• Kg-1 and Kg-2	Eight to One
• Grades 1-3	Ten to One
• Grades 4-6	Twelve to One
• Grades 7-12	Fifteen to One

Legal References:

ADEC Private Schools Policy and Guidance Manual *Policy 3: Students Protection* Corresponding to Article (5) of the Organizing Regulations.

ADEC Private Schools Policy and Guidance Manual *Policy 64: Health Safety and Environment* Corresponding to Article (69) of the Organizing Regulations.

Policy 304 Appendix A

MOI Child's Protection Centre

TEACHER'S REFERRAL FORM

DATE:

Student's DETAILS

Name: _____

GRADE: _____

Child's 1st Language: _____

Nationality:

Emirati ☐

American ☐

☐

Chinese ☐

☐

UK

Indian ☐

Bangladesh ☐

☐

Pakistani ☐

☐

African

Other Western European ☐

Other Eastern European

☐

Other Asian

☐

*If other please specify: _____

Does the child have a disability?

☐

Yes

☐

No

If yes, please describe:

REASON FOR REFERRAL:

- | | |
|-------------------------------------|--------------------------|
| Suspected/Disclosed Physical Abuse | <input type="checkbox"/> |
| Suspected/Disclosed Sexual Abuse | <input type="checkbox"/> |
| Suspected/Disclosed Emotional Abuse | <input type="checkbox"/> |
| Suspected/Disclosed Neglect | <input type="checkbox"/> |

Description/Additional Information

TEACHER's NAME: _____

TEACHER's SIGNATURE: _____

Policy 304 Appendix B

MOI Child's Protection Centre

NURSE REFERRAL FORM

DATE: _____

STUDENT's DETAILS:

Name: _____

GRADE: _____

Child's 1st Language: _____

Nationality:

Emirati ☐

American ☐

☐

Chinese ☐

☐

UK

Indian ☐

Bangladesh ☐

☐

Pakistani ☐

☐

African

Other Western European ☐

Other Eastern European ☐

☐

Other Asian ☐

☐

*If other please specify: _____

Does the child have a disability?

☐

Yes

☐

No

If yes, please describe:

REASON FOR REFERRAL

- | | |
|-------------------------------------|--------------------------|
| Suspected/Disclosed Physical Abuse | <input type="checkbox"/> |
| Suspected/Disclosed Sexual Abuse | <input type="checkbox"/> |
| Suspected/Disclosed Emotional Abuse | <input type="checkbox"/> |
| Suspected/Disclosed Neglect | <input type="checkbox"/> |

Description/Additional Information

NURSE'S NAME: _____

NURSE'S SIGNATURE: _____

Policy 304 Appendix C

MOI Child's Protection Centre

SOCIAL WORKER's REFERRAL

Date: _____

STUDENT's DETAILS

Name: _____ Date of Birth: _____

ADDRESS: _____

Parent/Career name: _____

Contact Details:

Telephone No: Home: _____

Mobile: _____

Work: _____

Child's 1st Language:

Nationality:

Emirati ☐

American

☐

Chinese

☐

UK

Indian ☐

Bangladesh

☐

Pakistani

☐

African

Other Western European

☐

Other Eastern European

☐

Other Asian

☐

*If other please specifies: _____

Does the child have a disability?

☐

Yes

☐

No

If yes, please describe:

School Details

Current School: *MAPLEWOOD INTERNATIONAL SCHOOL*

Last School attended:

REASON FOR REFERRAL:

Suspected/Disclosed Physical Abuse

☐

Suspected/Disclosed Sexual Abuse

☐

Suspected/Disclosed Emotional Abuse

☐

Suspected/Disclosed Neglect

☐

Description/Additional Information

Name: *Ilham Awad*

Position: *Social Worker*

Telephone No: *025524223*

SOCIAL WORKER's SIGNATURE: _____

Policy 304 Appendix D Principal's Report

PRINCIPAL's COMMENTS:

Policy 304 Appendix E

Meeting with parents

Academic Year : _____

Date: _____

Student's name: _____

Grade: _____

To discuss : _____

Actions taken:

-
-
-
-
-

Vice-principal's Signature

Social worker's Signature

Parent's Signature

Policy 304 Appendix F

Child Protection Parent Contract

Maplewood International School cares about your child. In accordance with ADEC and the Ministry of the Interior's regulations and policies on child protection, we ask that you sign this undertaking that you have read the Maplewood International School's Child Protection Policy, and that you will ensure that your child feels safe and protected from any kind of physical, emotional, or social abuse in the home.

I will be responsible to the school, ADEC and to the Ministry of the Interior for any violations of child protection in my home.

Parent Name

Parent Signature

Date

Policy 304 Appendix G

School Child Protection Survey

Student Name (optional) _____ Grade: _____

- | | | |
|--|-----|----|
| 1. Have adults in the school hit or insulted you? | Yes | No |
| 2. If you were hit or insulted was it because you were misbehaving? | Yes | No |
| 3. Are you aware that hitting and insulting are not allowed in school? | Yes | No |
| 4. Did the school take proper action when you were hit or insulted by an adult? | Yes | No |
| 5. If you were ever hit or insulted in the school by an adult do you know who to talk to for help? | Yes | No |
| 6. Do you feel safe and happy in your school? | Yes | No |
| 7. What suggestions do you have to help make your school a safer and good environment | | |

Thank you for helping us to improve your school by completing this survey.

Policy 304 A

Bullying

In accordance with ADEK's regulations, the Maplewood International School seeks to prevent bullying behaviour between and amongst students.

Definition:

Bullying occurs when someone is being hurt physically, verbally, emotionally or psychologically, especially when superiority is used to create an imbalance of power and someone is repeatedly being targeted for such actions.

Responsibilities:

Teachers:

At the beginning of each year homeroom teachers are to teach children of all ages about respectful behaviour, and reinforce the definition of bullying and how this behaviour will not be allowed in Maplewood International School.

Teachers are responsible to intervene on all instances of verbal, physical or psychological abuse of students within their care.

Parties involved in bullying are to be separated and taken to the school social worker for corrective action.

Social Worker:

Upon receiving a referral the school social worker will use various strategies to listen fairly to all parties involved, including witnesses, in order to assess who is being targeted if at all and who is bullying.

The student who is bullying will be required to review the student code of conduct, parents will be contacted, and the student will complete a think sheet for their parents to sign and upon which follow up counselling will be undertaken to ensure restitution is effective and lasting.

The child who bullies will be required to apologize to the recipient in the context in which the bullying has occurred with witnesses of the bullying involved in the restitution.

The child who is the recipient of bullying will be supported and taught how to interact with peers in order to prevent his/her own bullying.

Instances of bullying will be referred to parents who will meet with the school counsellor and discuss necessary actions to be taken to ensure that bullying behaviour ceases.

Repeat instances of bullying will be referred to the school vice-principal for disciplinary action and will be dealt with in accordance with the disciplinary policy of the school.

Vice-Principal:

The vice-principal will attend to all matters of repeat bullying in a firm and effective manner such that parents are contacted and school/home meetings are convened to implement the necessary corrective and disciplinary action in order to remediate any repeat bullying situations. Corrective actions may include further counselling and/or in-school suspensions from breaks and/or classes as determined necessary.

Principal:

Should a student continue to repeat his/her bullying behaviours, he/she will be taken through the levels of the discipline policy, which will be escalated to a level three with level three consequences being applied by the school, principal.

The principal will initiate out-of-school suspensions and other corrective actions deemed necessary for continued repeat instances of bullying.

Policy 305
Emergency Evacuation

A. Policy Statement:

As part of Maplewood International School's commitment to students' and staff's safety the following procedures for emergency evacuations establishes an orderly and effective way to respond to emergency situations that require the evacuation of the facility. Familiarity with the evacuation routes and procedures is paramount in ensuring that the policy implementation supports students and staff and enables them to evacuate the facility immediately during drills and in real situations.

B. Procedures:

1. In early September of each year the principal or designate will review all fire escape routes and meeting areas for each grade level and will ensure that every room is equipped with a fire escape route and that all students and staff are made familiar with both the escape route and designated meeting area.
2. Twice annually (at minimum) the principal/designate will conduct and record full evacuation drills, once by the end of November and once by the end of March.
3. In early September of each year teachers will include in their sub plan folder an emergency escape clipboard/folder that includes a copy of this policy and an accurate hard copy list of the students in every class they teach, and a RED/GREEN laminated card. This document will be included along with a seating plan for students, and medical concerns, as well as daily plans for instruction.
4. This clipboard/folder must be available in classes at all times so teachers can note the absence of any student on a hard copy should an alarm be set off.

5. Teachers are to confirm each student's absence or presence at the beginning of each class so all students are accounted for in their classes.
6. At all times teachers are to provide students with a hall pass and make a note on the board of any student who is temporarily removed or excused from the class.
7. In early September and throughout October and November of each year teachers are to review the evacuation plan with each of their classes and conduct mock evacuations to familiarize students with both the evacuation route and gathering points and procedures.
8. Teachers are to instruct their students on how to meet their classes in the gathering area if the student is out of the class when the alarm is set.
9. During a fire drill, each class is to, in an orderly fashion, exit through the designated fire escapes as per the exit maps in each classroom. The last person will shut the door to the classroom. Lights will be left as is.
10. The teacher will note any student who is out of the room with permission and alert their division coordinator if that student doesn't show up at the meeting point.
11. Once students and staff have evacuated to their designated gathering point, for each grade, the teacher will account for each student and report to their designated coordinator that all students are accounted for. (They will indicate such with the red and green laminated cards they can hold up: Green indicating all clear, and Red indicating an unaccounted for student.)
12. Coordinators will be the last to exit each of their assigned divisions and will immediately head to their designated gathering area.
13. In the event that any student is not accounted for the coordinator will immediately inform the principal/vice-principal by cell phone and will give the known destination of the student at the time of the alarm.
14. The principal, vice-principal, school counsellor, and Security will do a sweep through the building (washrooms included) to ensure all students and staff have safely exited:

- a. The VP will be assigned the grades 1-4 wing.
 - b. The principal the KG-1 and KG-2 wings.
 - c. Security the 5/6, Islamic studies wing.
 - d. The school counsellor, the wing nearest the social worker's office.
15. The librarian and IT personnel will sweep through the computer lab, the library, the multipurpose area and the science/art labs upstairs.
16. Reception will sweep through the reception areas and the downstairs rooms behind reception.
17. Photocopy personnel will sweep through the staff room, local washrooms and kitchen to make sure all is clear.
18. The SEN Coordinator will sweep through her second floor.
19. These staff members will text the principal with an all clear message once they have exited the building so everyone can be accounted for and times recorded.

C. Designated Evacuation Meeting Areas:

20. In the **courtyard** from the back working towards the school the grades will line up in orderly class line-ups with grade nines at the far back and chronologically ending with the grade three on the grass closest to the school. The meeting area is on the grass facing the cafeteria.
21. KG 1-2 will line up outside by the perimeter fence on either side of the gates with good clearance from the gate in their **side playground**.
22. Grades 1 and 2 will line up against the fence of their **side playground** by class leaving clearance at the gates.

Legal References:

ADEC Private Schools Policy and Guidance Manual *Policy 64: Health, Safety and Environment* Corresponding to Article (69) of the Organizing Regulations.

Policy 306

Student Behaviour

Table of Contents

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Implementation Methods of the Guidelines

Section 1: Introduction

MWIS has adopted ADEK's guidebook to promote positive student behaviour in our school and when applying disciplinary actions for student misconduct.

Objectives

- ☐ Create a stable, secure and disciplined school community and eliminate any unacceptable behaviour.
- ☐ Support and promote students' positive attitudes.
- ☐ Develop student empathy, their moral and ethical character, and enhance their sense of good citizenship.
- ☐ Increase and raise student behaviour awareness and encourage them to respect themselves, others, school policies, and public laws.
- ☐ Create a proper educational and learning environment suitable for students, teachers, and school administration, in order to help achieve the goals of education and learning.
- ☐ Provide clear and perceptible methods for MWIS staff in order to enable them to deal with students' behaviour based upon sound educational practices

Rationale:

MWIS's vision and strategy in building a well-informed generation capable of keeping pace with modern developments includes:

- ☐ Involving parents in modifying and rectifying negative student behaviour.
- ☐ All teachers and staff engaging with students to enhance positive behaviour and to rectify negative behaviour.
- ☐ Applying positive behavioural principles through focusing on preventative, developmental, and nurturing aspects of student wellness.
- ☐ Regulations are based on the education principle of positive recognition and negative consequences as needed.
- ☐ Effective partnership between school, social organizations (police and child protection), and psychological counselling services that assist in behaviour adaptation

Section 2: Definition of Key Terms

Disciplinary Action:

Action used to modify student misconduct or prevent future negative behaviour.

Positive School Climate: A climate that is safe, welcoming, and respectful for all students and staff. In this climate, students and staff are supported and encouraged in their learning and teaching.

Behaviour Modification: Apply disciplinary procedures that target behaviour management and correction in students facing difficulties in adapting to school environment and helping them acquire objective and positive attitudes.

Behaviour Guidance: Observe and correct student behaviour by shaping self-discipline methods and applying preventative & remedial procedures.

Behaviour Reinforcement: Educational methods and procedures that promote positive behaviour, reinforces student motivation, and recognizes their positive contributions and initiatives.

Code of Conduct: A set of actions and behaviours expected of students
Developed by the school for its own needs

Positive Behaviour: Positive behaviour is achieved when students respect and follow school rules. Positive behaviour by students contributes to a positive school environment.

Negative Behaviour: Any behaviour that goes against the ADEC and School's Code of Conduct. A behaviour that is disruptive to the school environment and that may be detrimental to teaching and learning.

Behaviour Management Levels: Categories of misbehaviours that require different disciplinary action.

Section 3: Reinforcing Positive Student Behaviour

MWIS believes that every student has the right to be educated in a safe, supportive, and orderly school environment that is free from disruptions and obstacles that impede learning. In addition, every teacher has the right to teach in a school environment that is both respectful and welcoming. MWIS is committed to establishing, promoting, and maintaining a positive school and community environment.

Framework for Positive Student Behaviour

Positive student behaviour is promoted through co-dependent factors, which include a sense of heritage and culture, a positive school setting, and strong parental and community relationships. These factors need to be supported by a consistent system for shaping and managing student behaviour.

Managing Student Behaviour

The following statements shape the *Student Behaviour Policy*

- Every student has the right to be educated in a safe, supportive, and organized school environment that is free from disruptions and obstacles that impede learning.
- A school that is respectful and welcoming enables teachers to teach and students to learn.
- Students shall be taught to be aware of their rights and responsibilities and the *Student Code of Conduct*.
- Strong partnerships between parents, the community and the school will be fostered in order to establish positive behaviours in students.
- Classroom teachers and staff will reinforce through a school recognition program and positive behaviours as they identify such behaviours.
- Disciplinary actions shall be appropriate to the student's age, gender and the severity of the misconduct.
- Disciplinary actions shall progress in severity depending on the level of the misconduct and previous behaviour.
- Any disciplinary action that inflicts corporal punishment and/or any form of physical or emotional and psychological pain on students is strictly prohibited.

- Student misconduct will be reported to the appropriate authorities by the school if deemed necessary.
- Parents/Guardians will be held responsible for paying the costs for rectifying or replacing damaged or destroyed school property caused by acts of vandalism or wilful damage or destruction of school property.
- An appeal to the superintendent of schools for any action applied for disciplinary purposes will be available to students and parents.
- Parents will be kept informed regarding disciplinary findings and actions.

Section 4: Roles and Responsibilities:

Principal

As the leader of the school, the Principal has the most important role in establishing and promoting a positive school and a safe environment. To accomplish this, the Principal has the responsibility of:

- ☐ Establishing a positive and safe school environment.
- ☐ Ensuring that the *ADEC Policy on Student Behaviour* is communicated, modeled, and enforced in the school community
- ☐ Ensuring that each parent or guardian receives a copy of the MWIS *Student Behaviour Policy and Code of Conduct* and signs a letter at the beginning of each Academic Year acknowledging that they have read the guidelines and fully understand their responsibilities to ensure that their child or children behave positively at school (Refer to Appendix D)
- ☐ Developing and implementing a consistent school-wide behaviour management system and discipline plan.
- ☐ Assuring that discipline procedures are in place for students with special education needs that are aligned with the individual needs of the student.
- ☐ Creating a method for collecting and recording, incidents of student misbehaviour (supported by eSIS – Student Behaviour Management).
- ☐ Providing training and professional development for all staff, teachers, students, parents, and community members on the school's student behaviour management plan.
- ☐ Establishing a *School Disciplinary Committee (SDC)* (*this may also be considered a function of the Learning Support Team*) for the purpose of developing, implementing and monitoring the school wide behaviour management system

School Disciplinary Committee

This committee is a function of the school learning support which is formed to review and discuss student academic and behavioural issues and is also concerned with revising the disciplinary procedures and actions applied in accordance with the school behaviour management regulations.

The School Behaviour Management committee is formed as follows:

1. Principal who will communicate decisions of the committee to parents, staff, and students as deemed appropriate.
2. Vice Principal who will maintain committee notes and a record of decisions.

3. Coordinator of Student Services is committee Chairperson responsible for chairing meetings and developing bi-weekly Learning Support Team meeting agendas.
4. Social Worker who will maintain disciplinary files (with the support of the student services coordinator), and record necessary suspensions or other actions in eSIS.
5. Three head teachers representing different subjects.

*The committee is formed at the beginning of each new school year

Committee Mandates:

1. Review student behaviour issues within school community
2. Review current systems, and procedures for managing student behaviour
3. Convene regular meetings to address student behaviour issues raised by the school community.
4. Investigate inappropriate student behaviour that has escalated beyond the classroom teacher's control.
5. Respond in writing to the school community within 3 school days with recommendations for the management of behavioural issues brought the committee.
6. Maintain written records of meetings and interviews conducted when investigating student behaviour matters referred to the committee.

Vice-Principal, Student Services Coordinator (SSC), Head Teachers (HT), and Social Workers (SW)

The VP, SSC, HT, and SW have the role of providing guidance and support to students and staff and for ensuring that students follow school-based rules and regulations governing behaviours.

Behavioural incidents are to be dealt with by the classroom or supervising teacher first, then, as needed the student will be referred to increasing levels of intervention to:

- ☐ The Head Teacher of the division who can support the teacher in issuing detentions, other logical consequences, and in meeting parents.
- ☐ The Student Services Coordinator and or the school social worker who will reinforce disciplinary actions being taken and intervene with families to develop behaviour improvement plans and contracts.
- ☐ The VP for in-school suspensions or other such sanctions.
- ☐ The Principal who will implement out of school suspensions, disciplinary transfers, or recommendations for exclusion as deemed necessary.

Given that the SW may become involved at any level of discipline (and must be involved once discipline has reached the level of suspensions or out of class detentions) the SW has the responsibility of:

- Supporting the establishment of a positive safe school environment.
- Supporting and enforcing the rules and regulations of the school-based student behaviour management system.
- Providing guidance and assistance if teachers have referred a student for breaking the school rules, or classroom rules.
- Assisting students in accessing appropriate resources to support positive behaviour.
- Working with students, teachers, and other school staff to resolve student behavioural issues.
- Working with families and the community to resolve student behavioural issues.
- Reporting appropriate situations to higher authorities at the school, ADEC, or community if deemed necessary.
- Working with teachers to develop and implement plans for positive student behaviour in classrooms.
- Working with the SSC to convening regular meetings of the LST.
- Recording behaviour and disciplinary action in the eSIS Behaviour Modules.

Teachers

Every teacher has an important role in creating a positive classroom climate that is conducive to learning. The teacher has the responsibility of:

- Providing students with an engaging, well organized and planned learning environment that is rigorous in its connection to the curricular objectives, and that is outcomes based.
- Fostering an environment of engaging enquiry with frequent and ongoing student self-assessment and ongoing effective teacher feedback at its core.
- Communicating expectations, and observing and reinforcing appropriate student behaviour.
- Modeling positive behaviour and providing feedback to students when necessary.
- Working with the social worker, administration, and other school staff to support a positive school setting.
- Following behavioural support plans for students with special education needs.
- Recording exemplar or improved behaviour on Orison.
- Maintaining a written record of misconduct in Orison.

- Reporting in writing student misconduct to the Social Worker and Student Services Coordinator.

Other School Staff

School staff, including management, teachers and bus transportation supervisors all play a role in supporting and promoting a positive school climate that is conducive to learning.

School staff has the responsibility of:

- Observing and reinforcing appropriate student behaviour
- Modeling positive behavioural skills and providing feedback when necessary.
- Working with Social Workers, Administration, and other school staff to support a positive school climate
- Reporting identified misconduct to the appropriate authorities of the school as per this policy.

Community

The Community has a role as a partner with schools and parents to promote and expect positive behaviour from students.

The Community supports the school by:

- Taking an active role in supporting school efforts toward a positive school climate.
- Participating in school organized meetings and trainings regarding student behaviour management
- Collaborating with schools as necessary to address student behavioural problems in the community.
- Supporting schools, parents, and students in the implementation of positive behaviour or disciplinary action against student misconduct
- Promoting the heritage, culture and beliefs of the United Arab Emirates

Section 5: Student Code of Conduct

Students in MWIS are expected to conduct themselves in a way that promotes a positive school environment. The following code of conduct is expected of all students. The code of conduct applies while students are in school, on school grounds, participating in school-led field trips, and attending any extra-curricular activities sponsored by the school.

MWIS expects that all students will:

- ☐ Comply with all instructions and rules of the school.
- ☐ Behave responsibly and not endanger anyone's safety or welfare.
- ☐ Care for the facilities and property of the school and of others.
- ☐ Arrive at school and for lessons on time, with materials and homework completed, with a charged Chromebook, and all necessary tools.
- ☐ Justify any tardiness or absences as per the guidelines of the school.
- ☐ Participate in classroom and school activities to promote a positive school community.
- ☐ Demonstrate a positive attitude towards learning and apply sustained efforts to their learning.
- ☐ Behave responsibly so as not to disrupt the classroom or the learning of others.
- ☐ Commit to the heritage and culture of the UAE in such a way that they behave honestly and conduct themselves with dignity.
- ☐ Show respect to all teachers and administrators, school personnel, fellow students, their families, and members of the community.

Section 6: Student Rights and Responsibilities

MWIS school students are expected to be active and positive members of the school and community. All MWIS students are expected to honour and practice their student rights and responsibilities.

Student Rights

All students have the right to:

- ☐ Be provided with a high quality education.
- ☐ Be physically and emotionally safe and respected in a welcoming environment.
- ☐ Be treated with respect and fairness by teachers, staff, and their peers.
- ☐ Be supported by parents, guardians or designated members at school meetings.
- ☐ Have confidential school records not disclosed without written permission by parents, or authorities.
- ☐ Be provided with appropriate educational activities that promote their talents, interests, abilities, and potential.

Student Responsibilities

All students are responsible for:

- ☐ Following all policies, rules, and regulations set forth by the school.

- ☐ Following the Student Code of Conduct and Student Rights and Responsibilities.
- ☐ Engaging as an active learner and for contributing to their learning environment.
- ☐ Contributing positively to the school community.
- ☐ Acknowledging and owning their behaviour.

Section 7: Parent Rights and Responsibilities:

Parents Rights:

All Parents have the right to:

- ☐ Ensure their child receives proper education and care by school.
- ☐ Be well received, well informed and highly respected by all school staff.
- ☐ Inquire about his/her child's progress and confer with the school concerning the school's program, and educational, learning, and behavioural issues pertaining to his/her child.
- ☐ Be kept informed about all developments or changes in his/her child's behaviour and achievements.
- ☐ Approve or reject his/her child's involvement in extracurricular activities conducted outside school.

Parent Responsibilities:

Parents are responsible to:

- ☐ Support school efforts aimed at creating an optimal school environment.
- ☐ Promote positive behaviour and ensure their children are aware of the appropriate behavioural practice.
- ☐ Respond positively to school instructions and remarks on student behaviour and discipline.
- ☐ Read all school regulations and policies and discuss them with their children.
- ☐ Deal with all staff, including bus monitors, reception, counselling, and administrative and teaching staff in a respectful manner at all times.
- ☐ Attend school meetings and information sessions related to their child's behaviour and discipline.
- ☐ Ensure their children conform to, and abide by the school's guidelines, instructions, and corrective/disciplinary procedures applied by the school.
- ☐ Comply with the school's educational and administrative regulations.
- ☐ Keep the school informed with any emergent or unexpected problems that their children may be facing.
- ☐ Pay for the expenses needed to fix any intentional damage caused by their children to the school or school property.

Section 8: Recognition and Rewards

All students will begin the year with 80% of their attitude and cooperation mark assigned by the school. As per ADEC guidelines, 80% of this mark is for behaving in accordance with the values and codes of conduct of the school. Marks will be deducted for infractions in accordance with ADEK's document titled, *Managing Student Behaviour 2017-2018*. The remaining 20% of the attitude and behaviour marks must be earned by the student for outstanding or for sustainable good behaviour or for sustained improvement in behaviour.

Teachers, administration, and the counselling department will provide students with sufficient knowledge of this system of deductions and with a clear understanding that in order to be promoted at MWIS students from grades 4-12 must receive 60% or greater in order to receive a promotional standing for their grade or a credit in their class. Students with lower than 60% on behaviour, will have their report cards blocked and will be referred to the school discipline committee for a further decision regarding promotion and/or behaviour modification programming.

Students who receive between 60-70% will be referred for behaviour modification programs at the end of each term that they must successfully complete before continuing their studies in class the following term. Successful completion of the behaviour modification class will result in a return to class and in the student restarting the next term at 70% for behaviour.

Students who during the term lose marks due to misbehaviour can also earn marks back for good behaviour or for outstanding behaviour. 20% of a students mark is for outstanding behaviour and must be rewarded by classroom teachers for general good behaviour in their studies, or by supervisors for outstanding behaviour in the school in general. Student who receive marks for outstanding behaviour will also be recognized during assemblies as per the MWIS Awards Program. The marks are awarded in accordance with the ADEK document, *Managing Student Behaviour 2017-2018*.

In addition to the points system for Behaviour and Attitude, MWIS implements an annual Awards program that recognizes outstanding behaviour for Honesty, Resilience, Empathy, Integrity, Tolerance, Respect, and Caring. Students who receive these awards will also be granted 5% outstanding behaviour marks for each award they receive.

Section 9: Disciplinary Levels

Disciplinary action used to address student misconduct at MWIS will be firm, consistent, clear and in compliance with all ADEK and UAE laws, policies and guidelines. The disciplinary action will be proportional to the negative behaviour

and the level of offense that is associated with the behaviour. School staff will ensure that students are given appropriate opportunities to act positively before it is escalated in disciplinary action, to make repair and restitution, and to earn positive points for their Attitude and behaviour marks.

ADEC categorizes student misconduct into three levels: Each level of behaviour requires a different disciplinary approach for modifying and correcting the student behaviour, differing levels of discipline, and differing levels of deductions on behavioural points. The strategy applied for the level of behaviour must be appropriate for the school cycle, student age and gender.

Levels of Misconduct

9.1 Level One Misconduct

Level one misbehaviours cause disruption of teaching and learning. Behaviours in Level One may include but are not limited to:

1. Tardiness or absence from Morning assemblies or from classes without an acceptable reason.
2. Leaving the classroom without permission or engaging in activities for which permission was not granted while away from class
3. Not bringing the necessary books and equipment or charged Chromebook
4. Incorrect school uniform (including P.E. uniforms).
5. Not following the positive behaviour rules inside and outside the classroom, such as: quietness, and discipline during the lesson, and making inappropriate noises inside and outside the classroom
6. Sleeping during class or in the school without a verified health reason
7. Eating or chewing gum during lessons and morning assembly without a verified health reason.
8. Coming to class without homework or assignments completed on time.
9. Bringing in mobile phones or other personal electronic devices to the school or classroom, or using headphones in school.
10. Misuse of the Chromebook in the classroom to play games or to access unapproved sites or sites other than those assigned.

9.2 Level Two Misconduct

Level two are behaviours that cause greater disruption of teaching and learning than do level one. It also covers student behaviours that may lead to physical and mental harm of another person or property damage. Behaviours in Level Two may include but are not limited to:

1. Repeat Level One behaviours.

2. Absence from school before and after holidays, and the weekends and before the term exams.
3. Leaving the school grounds without permission or skipping classes.
4. Inciting to fight or intimidating peers.
5. Violating the public morals and values or traditions of the UAE such imitating the opposite sex in appearance or clothing.
6. Defacing or damaging school property.
7. Taking personal photographs or distributing them without permission.
8. Verbal Abuse
9. Smoking within the school grounds or on school property.
10. Providing false documents (e.g. signing letters without the knowledge of parents).

For Level Two offences that involve vandalism, parents will be held responsible for paying all or part of the costs of rectifying any defacing, damage or destruction of school property caused by their child or children's acts of vandalism.

9.3 Level Three Misconduct

Level three offences consist of behaviour that causes the physical endangerment of fellow students, school staff and other people. Behaviours in Level 3 are at times also violating UAE Laws at which point proper authorities will be notified. Behaviours in Level Three may include but are not limited to:

1. Repeat level 2 violations.
2. The acquisition, possession or display of unauthorized materials, media, or electronics that violate the values and morals or that outrage modesty.
3. Defaming and insulting peers, their parents, or school staff in the social media.
4. The acquisition and possession of bladed weapons or similar weapons within the school.
5. Sexual harassment within the school.
6. Physical assault on peers or bullying activities.
7. Theft of other's property.
8. Destruction of school property and devices or theft of school property.
9. Insulting religion and provoking sectarian and religious strife.
10. Messing around on school buses, damaging or destroying school buses or harming road users.

For Level Three offences that involve wilful damage or destruction to school property, parents may be held responsible for paying all or part of the costs of rectifying any defacing, damage or destruction of school property caused by their child or children's acts of vandalism. Behaviours that break UAE laws may be reported to the proper authorities for further action.

9.4 Level 4 Offences

Many level 4 offences are also violations of UAE law that will be reported to the authorities.

1. Repeating level 3 violations.
2. The acquisition, possession or use of firearms, bladed weapons or similar weapons, within the school.
3. Sexual Assault inside the school.
4. Physical assault of peers or staff leading to injuries.
5. Impersonating others in school transactions and falsifying school documents.
6. Defamation of political, religious, or social symbols or figures in the UAE.
7. Possession, collection, promotion or use of narcotic drugs, tranquilizer drugs, psychotropic substances within the school, or appearing under the influence of anaesthesia, narcotic drugs and psychotropic substances.
8. Broadcasting or promoting extremist thoughts or atheistic ideas and beliefs against the social and political systems of the society.

Banned Disciplinary Actions in MWIS School:

It is prohibited to use any of the following methods for applying disciplinary actions.

- ☐ All forms of physical punishment
- ☐ Lowering and/or threatening to lower grades
- ☐ Punishing a group of students for an individual's misconduct
- ☐ Imposing more school work
- ☐ Mocking or insulting the student in private and/or public
- ☐ Depriving the student of using toilet facilities or meals
- ☐ Verbal abuse such as shouting and calling a student names
- ☐ The seizure of personal property by an individual (this decision is made in committee by the LST).
- ☐ Suspending students from class without supervision during the day.

Section 10: Disciplinary Actions

All disciplinary actions for levelled offences will be as per the ADEK document *Managing Student Behaviour 2017-2018*, section titled Procedures on How to Deal with Violations.

This section clearly charts the offence level, the marks deducted from the behavioural mark, and the discipline procedures to be followed by teachers,

administration, the school social worker, and parents. MWIS will be implementing these procedures as charted and outlined and summarized as follows:

- **For Level 1 misconduct**, the teacher provides a verbal recognition of the misbehaviour, then he/she takes note of the incident in a student report; after that, he/she provides a verbal reminder of proper conduct.
- **For Level 2 misconduct**, the teacher may isolate the student from the group.
- **For Level 3 misconduct**, the teacher provides a verbal recognition of the misbehaviour and records the incident in a student report; in addition, the student is sent to the Social Worker's Office for behaviour management and parents are contacted. Next, the student is sent home for the day and a written warning is sent home and has to be signed by the parents/a parent.

Section 11: Students with Special Needs

Students with special education needs are required to follow the same school rules as their peers. Students with special educational needs may need greater assistance in learning and following the school rules.

The Learning Support Team (LST) will determine whether the behaviour is a manifestation of the student's special need.

- ☐ Review or recommend any assessments relative to the issues
- ☐ Review the behavioural intervention plan, if one has been developed, and modify it as deemed necessary to address the behaviour in question, if necessary

Policy 306 Appendix A

Students' Code of Conduct

All students enrolled in the Maplewood international School are expected to adhere to the *Students' Code of Conduct*. This code is consistent with the expectations for students as defined by the Alberta Education Guide to Education and by ADEK guidelines and policies that regulate school behavioural expectations for students.

The code of conduct requires that all students:

1. Comply with all instructions and rules of the school.
2. Behave Responsibly and not endanger anyone's safety or welfare including his or her own.
3. Care for the facilities and property of the school and of others.
4. Arrive at school and for lessons on time, with materials and homework completed, with a charged Chromebook, and with all necessary tools.
5. Justify any tardiness or absences as per the guidelines of the school.
6. Participate in classroom and school activities to promote a positive school community.
7. Demonstrate a positive attitude towards learning and apply sustained efforts to their learning.
8. Behave responsibly so as to not disrupt the classroom, the teacher's instruction, or the learning of others.
9. Commit to the heritage and culture of the UAE in such a way that they behave honestly and conduct themselves with dignity.
10. To not imitate by dress or other affects such as makeup, ear rings or jewellery, an other gender, but to dress conservatively within the code of the school, wearing the school uniform at all times except on assigned days.
11. Show respect to all teachers and administrators, school personnel, fellow students, their families, and members of the community.

Policy 306 Appendix B

Parent's Contract

Date: _____

I, _____, parent of _____

Grade _____ have reviewed the behavior policy of MAPLE WOOD INTERNATIONAL SCHOOL and the ADEC regulations on student behavior with my child.

My child understands what is expected of his/her behavior and has agreed to comply with all the behavior expectations as indicated in school's policy and as clarified for me by the school's social worker.

I have emphasized my expectation for his /her good behavior in school and will cooperate with the school to ensure that my child conducts him/herself appropriately at all times.

Parent's Signature

Social Worker's Signature

Policy 306-Appendix C

Student's Behavior Plan

Student's Name: _____ Grade: _____

Monitor/Evaluate Plan

Direct observation
Daily Behaviour Card –appendix 2 & 3
Weekly Behaviour Sheet
Behaviour Contract
Number of discipline referrals
Feedback –teachers
Homework diary entries
Feedback – parents
Social Work referrals
Other_____

Length of Plan

Commencement date

One week
Fortnight
Month
Other

Review Date: January 30/15

Staff Involved in Plan:

A. History:

B. Behavioural Objectives:

C. Behaviour Plan Strategies:

D. Acknowledgement and Recognition:

Policy 307

Procedures for Suspension and Expulsion**Policy Statement:**

An integral part of Maplewood International School Behaviour Policy is to have a suspension and expulsion process that respects the laws, policies and regulations set expected by ADEC, Ministry of Education and UAE Law as they pertain to the private school sector.

Purpose:

Maplewood International School firmly adheres to the belief that every student has the right to access an education that is safe, supportive and free from threats, disruptions, and obstacles that impede learning. MWIS B1 Staff also have the right to work in an environment that is safe and respectful. Our school is fully committed to establishing and maintaining a positive school culture. Part of helping to educate students in the importance of complying with rules, regulations and expectations is to be able to temporarily suspend them from attending school for on-going 'major' misbehaviours and/or permanently exclude them for 'extreme' misdemeanors.

The decision to suspend and/or expel any student is not taken lightly and will usually only be considered as a last resort after reviewing the student's previous track record and/or the severity of the incident (e.g. Major or Extreme).

Suspension:

As part of considering suspending a student, MWIS reviews

1. The documented history of the student's misbehavior.
2. The behaviour support and interventions the school has implemented previously.
3. Parents have received notification of previous misbehaviours concerns that now, all things being considered, are contributing to 'suspension' being a justified action.

Suspension Procedure:

- The decision to suspend a student lies solely with the school's principal or the designated Acting Principal.
- The school shall have documented evidence of the student's 'major' and 'extreme' misbehaviours.
- Five days (5) is the maximum number of days a student can be suspended.

- The parents will be notified directly by the school's principal.
- The principal provides a written notice to suspend the student which presented to or collected by the parent.
- A copy of the suspension letter is provided to the social worker and another copy is kept in the student's file.
- The suspension commences on the next school day after the decision to suspend is made. It is generally expected that the student be collected from school at the earliest possible opportunity following the decision to suspend. In such instances where collection is not possible, the suspended student remains supervised but **DOES NOT** return to class.
- The student will be provided and/or have access to course continuation work to complete during the suspension.
- A Return to School meeting must be attended by the student/parent/guardian that clearly outlines the terms and conditions under which the student can return to school. This meeting must be held **BEFORE** the suspension ends.
- In the event that this meeting is unsuccessful the principal may extend the suspension up to but no more than the five (5) days permitted.
- Should a second meeting fail to reach successful outcomes, the principal may elect to exclude the student.
- If a student has been suspended on more than one occasion for 'major' or 'extreme' misbehaviour, the school may choose to exclude from attending the school.

Expulsion:

The option of expelling a student is only considered as a last resort and is dependent on the severity of the incident under concern, and/or the documented history of previous misbehaviours.

Guiding Principle:

All students have the right to a fair consideration process for decisions of disciplinary action.

Policy 307 Appendix A

Notice to Suspend

Date:

MAPLEWOOD INTERNATIONAL SCHOOL

MBZ City, Abu Dhabi

In line with Maplewood International School's and ADEC's Student Behaviour Policies and Procedures, this Notice of Suspension has been issued to

Name: _____ Grade: _____

...for serious misconduct that has resulted in the continual disruption of teaching and learning in the school and/or has led to the physical, social, emotional welfare or fellow students and staff being compromised beyond what is acceptable at our school.

The Notice of Suspension is effective from..... to.....

The suspension will not exceed 5 school days.

The student has breached MWIS 3R's Behaviour Charter and/or 'No Hurting Policy' by displaying and/or engaging in the following major/extreme misbehaviours:

- 1.
- 2.

This errant behaviour is of such seriousness that it has been recorded on the Student Information System.

The student agrees that there will be no further display or engagement of the behaviour mentioned above. Continuation of such behaviour will escalate the school's concern to the next step where student expulsion is seriously considered.

As the Parent/Guardian you **MUST CONTACT** the school's principal to discuss the school's re-entry plan following the suspension period. This meeting **MUST** be held prior to the period of suspension ending.

Principal's Signature

Social Worker's Signature

School Stamp

Please complete and return the Parent Acknowledgement Receipt accompanying this notice.

Policy 307 Appendix B

Parent Acknowledgement of Notice to Suspend

Date:

Parent:.....

Student:.....

As the Parent and/or Guardian I acknowledge receipt of the Notice of Suspend my child named above from Abu Dhabi Grammar School Branch 1.

I acknowledge that any continuation of such behaviour will escalate to further actions that can include expulsion from the school.

I am aware that the Notice of Suspension is effective from.....to.....

As the Parent and/or Guardian I will attend the school re-entry meeting to be held at the school prior to or on the final day of the suspension period.

Please contact the school to confirm the time and date of this important school re-entry meeting.

Name:

Relationship to the Student.....

Signature:.....

Contact Number:

Additional comments:

.....

.....

.....

.....

Policy 307 Appendix C

Notice of Expulsion

Date:

MAPLEWOOD INTERNATIONAL SCHOOL

MBZ City, Abu Dhabi

In line with Maplewood International School's and ADEC's Student Behaviour Policies and Procedures, this Notice of Expulsion has been issued to

Name:

Grade

...for serious misconduct that has resulted in the continual disruption of teaching and learning in the school and/or has led to the physical, social, emotional welfare or fellow students and staff being compromised beyond what is acceptable at our school.

Previous disciplinary measures have not succeeded in modifying the behaviour of the student.

The Notice of Expulsion is effective from..... to.....

The student has breached MWIS 3R's Behaviour Charter and/or 'No Hurting Policy' by displaying and/or engaging in the following major/extreme misbehaviours:

- 1.
- 2.

(The Notice of Expulsion will be placed on the Student Information System {eSIS}-Behaviour.)

As the Parent/Guardian you **MUST CONTACT** the school's principal to discuss the school re-entry plan following the suspension period.

Principal's Signature)

Social Worker's Signature

ADEC Stamp

Please Complete and return the Parent Acknowledgement Receipt accompanying this notice.

Policy 307 Appendix D

Parent Acknowledgement of Notice Of Expulsion

Date:

Parent:

Student:

As the Parent and/or Guardian I acknowledge receipt of the Notice of Expulsion of my child named above from Maplewood International School.

The Notice of Expulsion is effective from

Name:

Relationship to the Student

Signature:

Contact Number:

Additional comments:

.....

.....

.....

.....

Policy 307 Appendix E

ADEC Suspension Guidelines

2.1 Suspension

Before considering a student for Suspension the school must have:

- 1- Documented history of incidents of misconduct.
- 2- Details of behavioural interventions that have been implemented.

When the student is transferred to another ADEC school the documented behavior and intervention plans will be forward to the receiving school.

2.2 Procedures for Suspension

1. A student may only be suspended by the principal (Acting Principal under delegation).
2. The school shall have documented evidence of student misbehavior(s).
3. The principal shall notify parents/guardian directly.
4. The principal completes Notice to Suspend – either directly to or collected by the parent.
5. A Copy of Notice to Suspend is given to the Social Worker (SW).
6. A Copy of Notice to Suspend is given to the Regional Social Worker; SW will record suspension on regional suspension data base.
7. A copy of the Notice to Suspend is kept in the student's file.
8. The suspension begins on the following school day on which decision to suspend will not return to class. The student does get course work to complete under supervision from SW or the nominated teacher.
9. The suspension must not last more than five (5) days.
10. The student must be provided with continuation of work program to complete during the suspension period.
11. A Return to School meeting will be conducted no later than three (3) days after the suspension.
12. The student and the parent/guardian must attend the Return to School meeting before the suspension can be concluded.

13. In the event the Return to School meeting is unsuccessful, the principal may extend the suspension by no more than five (5) days.

14. In the event the second Return to School meeting is also unsuccessful, the Principal may choose to exclude the student – consistent with the procedures for disciplinary transfer.

15. When a student has been suspended no more than one occasion for serious misconduct, the school may consider the option of exclusion and transferring the student to another school.

Opportunity following the decision to suspend. In such instances where collection is not possible the suspended student remains supervised but **DOES NOT** return to class.

- The student will be provided and/or have access to course continuation work to complete during the suspension.
- A Return to School meeting must be attended by the student/parent/guardian which clearly outlines the terms and conditions under which the student can return to school. This meeting must be held **BEFORE** the suspension ends.
- In the event that this meeting is unsuccessful the principal may extend the suspension up to but no more than the five (5) days permitted.
- Should a second meeting fail to reach successful outcomes, the principal may choose to exclude the student from attending the school.
- If a student has been suspended on more than one occasion for 'major' or 'extreme' misbehavior, the school may choose to exclude the student from attending the school.

Expulsion

The option of expelling a student is only considered as a last resort and is dependent on the severity of the incident under concern, and/or the documented history of previous misbehaviours.

Guiding Principles

All students have the right to a fair consideration process for decisions of disciplinary actions.

Policy 308

ILLNESS / INJURY AT SCHOOL

Policy Statement:

This policy is designed to provide guidance for school's personnel to assist in dealing with illness/injury that may occur on school grounds and during a school sponsored activity. Most minor injuries or illnesses occurring at school warrant that staff members adopt a common sense approach when responding to such incidence. It is important that the personnel attempt to provide assistance only within the limits of their capabilities, and in accordance with what reasonable persons would do in the circumstances.

The school shall employ a school nurse for the purpose of supporting staff in providing a safe and responsive environment for students in the case of illness or injury.

Procedures:

1. At the beginning of each school year, the principal will ensure that a supervision schedule is created that ensures sufficient levels of qualified staff's supervision be available at all times during school's operational hours and during school's activities on and off-site in accordance with ADEC policies and regulations.
2. The personnel should not attempt to perform any medical or first aid treatment unless the individual has specific training in and is capable of performing the treatment. A referral to the school's nurse is advised for most illnesses or injuries.
3. For injuries that are substantive or consequential, a referral to the school's nurse will be made.
4. The injury or illness that as determined by the school nurse results in transportation of a student to a location where medical treatment can be provided will be undertaken for the following:

- a. In the case of injury: If the injury results in significant bleeding, apparent broken bones, injury to the head, substantial trauma to the thorax or abdomen, or in the case of an injury where life might be threatened.
 - b. In the case of illness: If the illness results in high temperature, confusion, sustained vomiting, or severe respiratory distress, or any symptom of a medical emergency.
5. In the case of illness or injury as per 3a or 3b above, the student shall be immediately transported to an appropriate medical facility where treatment can be obtained by the safest and most expedient method possible.
 6. In the event that the illness or injury is not within any of the above noted categories as per 3a or 3b, the decision as to whether to transport the student to a location at which medical treatment may be provided will be decided by the school's nurse in consultation with the student's parent/guardian.
 7. Transportation to a treatment facility will, when possible, be accomplished by a parent/guardian of the student or by ambulance when deemed necessary.
 8. The personnel are to utilize their vehicles and effect transportation **only when no other means of transportation** is reasonably available.
 9. Reasonable efforts are to be made in all instances of illness or injury to advise parents or guardians in a timely manner so that they can make decisions that in consultation with the school nurse they deem appropriate for the situation.
 10. If a student suffers injuries that are not immediately life threatening, the school nurse will be notified and she will treat the student, communicate with other medical professionals and with the parents in a manner consistent with the protocols established for the operation of the school's medical clinic.
 11. When a student is taken to a medical facility for treatment of an injury or illness, the student's parent or guardian shall be notified immediately and asked to go to the facility to assume responsibility for the student.
 12. In other accident or illness cases, the guardian should be contacted and requested to take the student home if such action is deemed by the school nurse to be either beneficial or necessary.

Policy 309

Student Assessment and Evaluation

Policy Statement:

The key purpose of assessment and evaluation is two folds:
To ensure optimal success for every child, and to clearly determine and accurately report on the level of each student's achievement in accordance with the *Alberta Programs of Study* learning outcomes and evaluation criteria. It is expected that teachers use a variety of real-time, embedded assessments and that they frequently evaluate and monitor the student's progress in order to appropriately scaffold the student's learning, differentiate instruction and create inclusive teaching and learning environments by using a variety of instructional strategies, learning activities, and assessment opportunities.

Definitions:

Continuous Assessment: The process through which a student's learning ability and skill levels are determined. Assessment is an informal, ongoing process that uses a number of scoring guides, rubrics, assignments, quizzes and self-checks, and other embedded learning activities in order to provide teachers and students with feedback and data that allow them to measure their progress against the intended learning outcomes. Students and teachers use assessment to enable corrections in the individual and group learning objectives and goals, teaching methodologies and assessment practices. Assessment is formative in nature and should be embedded throughout the course of a unit, term, or year.

Evaluation: The process by which a student's learning ability and skill levels are determined for the purpose of reporting. Evaluation is a mid or end-point assessment that takes place at the end of a unit of study, at the end of term, or at year-end. Evaluations include unit exams, mid-term and year-end examinations, and diploma examinations.

Standardized Tests: are National and international external assessments that are administered in a consistent manner in terms of rules, questions, administration, and scoring procedures.

Student Learner Assessments/Achievement Tests: Provincial assessments administered and used by the province of Alberta and Alberta accredited schools to assess student's knowledge in order to plan for instruction and report on overall student achievement in accordance foundational skills identified within the Alberta programs of study.

Diploma Examinations: Alberta administered final course examinations that when combined with school generated marks account for 30% of a student's total grade in given examinable grade 12 subjects.

Procedures:

1. Teachers will each year provide parents and students with an outline of their topics of study and key learning outcomes that they will be addressing throughout the year. They will indicate the variety of assessment and evaluation tools they will be using and indicate the weightings of these assessments and evaluations in deriving a final course mark. The principal must approve these weightings with at least 70% of the student's mark being derived by schoolwork, quizzes, and unit examinations throughout the school year.
2. Teachers will use a variety of continuous (formative) assessments such as prior assessments, standardized assessments, and course-specific assessments that will allow them to determine the level of skill and knowledge that students possess relative to the course, unit, or concept under study.
3. Teachers will use the assessment information they gather on a regular basis to scaffold learning and differentiate instruction in accordance with the findings they uncover through their analysis of the assessment data for their class and for individual students.
4. Students are to experience success through proper engagement in relevant learning that is offered at a level of challenge as per the

instructional window that the teacher identifies through an assessment rich learning environment.

5. Students who experience frustration in their learning are to be offered differentiated learning that is based upon a variety of assessment indicators that will assist the teacher in making such decisions.
6. Continuous assessment throughout the year is to be used to provide ongoing adjustments to the learning outcomes being addressed, the instructional methodologies and the learning activities and assessments being provided.
7. Assessment as and for learning should be used in such a way that students develop an understanding of their own progress relative to the intended learning outcomes.
8. Teachers will use evaluation sparingly and will determine through assessment when and how to use evaluation tools such that student learning is optimized and successful learning is realized.
9. Teachers will report on their evaluation and assessment findings regularly through ongoing parental/school communications and as per the school's reporting periods intended for this purpose.
10. Teachers will administer and use standardized and provincial examinations as determined by the school and the Province of Alberta, and by ADEC in order to assess and report on students' overall and individual achievements.
11. The information from non-criterion referenced standardized tests (IMAP) and national and international examinations will be used to consider the overall effectiveness of the school's teaching and learning environment, and the program supports or further testing that is needed in order to successfully program for individual students.
12. Teachers will take part in developing, field-testing, and administering standardized provincial, international, and the U.A.E. required assessments when and as requested by the principal of the school.

Legal References:

Abu Dhabi Education Council Private Schools Policy and Guidance Manual
Policy 42: External Performance Assessment Tests Corresponding to Article (47) of the Organising Regulations.

Abu Dhabi Education Council Private Schools Policy and Guidance Manual
Policy 43: School Tests Corresponding to Article (48) of the Organising Regulations.

Alberta School Act, Section 12, 18, 20, 22, 39, 60, 61, 113

Alberta Ministerial Order, 016/97 – Teaching Quality Standard

Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001) Practice

Student Evaluation Regulation 169/98

Alberta Education Student Evaluation Policy 2.1.2

Policy 310

Student Records

Policy Statement:

The Student Records policy determines procedures for ensuring the secure and accurate recording of student information and achievement data, retention of student records, and processes for sharing the information contained therein. The policy ensures that the content of student records is in keeping with both ADEC and Alberta Education's regulations and policies, and that written and electronic records that make up a student record are retained as per regulations and government policies.

Procedures:

1. The principal will ensure that an accurate and secure written record for each student is maintained in the school's registrar's office. This record is the official student record for each student and will include:
 - a. An enrolment and attendance record;
 - b. Student's name;
 - c. Student's birthdate and gender;
 - d. Name of the student's parents/guardians;
 - e. Addresses and phone numbers of the student and the student's parents/guardians;
 - f. Identification numbers and codes for both ADEC and Alberta Education;
 - g. An annual summary of the student's achievement;
 - h. Results obtained on provincially administered tests and on standardized tests used to place the student or provide enrichment or targeted programs;
 - i. Any individualized educational plan, if required, specifically devised for the student; and,

2. The principal will ensure that an electronic record of student enrollment is maintained and updated in PASI and on eSIS and that all academic achievement levels are reported as required by Alberta Education and ADEC.
3. Student attendance will be collected daily and accurately recorded in ORISON, which will make up part of the student record throughout the school year. Classroom teachers will verify and record student attendance each day. At the end of each term the student's attendance will be recorded for the term and a hardcopy will be maintained in the official student record.
4. In-depth medical records will be kept in the school's medical clinic in the care of the school's nurse. This record will only leave the school should the student transfer to another school, at which time the medical record will be transferred to the receiving school. The information contained in the student's medical record will be shared:
 - a. With and verified by parents;
 - b. On a need to know basis only with medical professionals involved in service delivery for the student;
 - c. With school staff on a need to know basis should the safety of the student or other students and staff require the sharing of this information in order to safely supervise the student;
 - d. With proper school and medical authorities where there is a threat to public health should the information contained in the record be withheld; and,
 - e. In the case of a formal investigation by court order.
5. Requests for the release of health information from a student's medical records require HAAD approval and ADEC notification.
6. The principal will ensure the proper storage of records. All written and electronic records are to be stored in secure locations and within secure technologies and are to be assessable only to the authorized staff whose work requires them to have such access.
7. Parents//guardians who seek the principal's permission shall have access to their children's records and may seek to have any

information that they deem incorrect changed in accordance with
ADEC Policy 57 Inspection of Student Records.

8. Records will be disposed of no earlier than seven years after the student has left the school, or may be archived electronically for a longer period as determined by the school principal.

Legal References:

ADEC Policy 35: Records Corresponding to Article (40) of the Organizing Regulations.

ADEC Policy 57: Inspection of Student Records Corresponding to Article (62) of the Organizing Regulations.

Alberta Regulations under the Regulations Act: Student Record 225/2006, 229/2009, 170/2012.

Alberta Education Act Section 23, subsections (1-9).

Policy 311

Student Promotion and Retention

Policy Statement: In Maplewood International School students are normally educated in a group consisting of students of the same age group since retention normally does not improve learning outcomes for students.

Definitions:

Promotion 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 the requirements of promotion to the following grade.

Academic Review Committee is a school sub-committee responsible for determining whether or not a student will be retained as per the guidelines specified in this policy. This committee is convened by invitation of the school's principal.

Procedures:

1. It is expected that typically students will be promoted with others of the same age sequentially from year-to-year.
2. At the beginning of each school year teachers will assess each student's abilities and will provide instruction that is scaffolded to challenge students at an appropriate level of instruction overall.
3. For individual students with learning challenges teachers will work cooperatively with the SENCO to differentiate learning and to provide accommodations that allow students to access the intended learning outcomes and successfully demonstrate their knowledge.
4. Students-at-risk of retention are to be identified early each term and program plans are to be implemented to address each student's learning difficulties.

5. Parents are to be contacted so that they too can support their child's learning through additional support. All students-at-risk are to be supported with documentation and individualized program plans. The SENCO is a resource person who will help teachers support at-risk students upon referral by the classroom teacher and with parental consent.
6. Students with special needs are to be provided with a modified individual education plan (IEP) as per Policy 204 Special Education. These students are to be assessed in accordance with the goals identified in their IEP. These goals are to be reviewed and adjusted regularly to ensure student success in their learning. Special education students will progress in accordance with their age-level peers.
7. Any retention recommendation will be made and advanced by the Academic Review Committee headed by the principal.
8. A final decision shall be made collectively by all teachers who have taught the child, the social worker and heads of the teaching faculties, the school's special needs coordinator and the parents.
9. Considerations for retention will include the social and developmental impact on the student that would result if he or she were separated from his/her peers, the school's ADEC approved curriculum, and the capacity of the school to provide an improved, differentiated learning experience for students who have in the past been retained, and whether the student has been assessed for special educational needs and in need of an IEP that might better serve his/her individual needs.
10. Previous to any retention decision, the principal will review each student's progress and ensure that the correct procedures are carried out in each case of promotion or retention.

Legal Reference:

ADEC Private Schools Policy and Guidance Manual, *Policy 46: Promoting Students to the Next Grade or Retaining Them to Repeat* Corresponding to Article (51) of the Organising Regulations.

ADEC Private Schools Policy and Guidance Manual, *Policy 47: Reporting Repeaters to the Council* Corresponding to Article (52) of the Organising Regulations.

Policy 312

School Uniform and Staff Dress Code

Policy Statement: In keeping with the desire to have students develop a sense of unity and belonging to the school culture and to the heritage and culture of the UAE the school's dress code has been developed. The code respects the need for the students' expressions of adherence to their heritage and at the same time promotes a commitment to the school's identity and sense of community.

Procedures:

1. The principal of the school will ensure that the school's dress code is reviewed with the parents upon registration and that the school's uniforms are made available for students at the beginning of each school year.
2. The school's uniform will be in the colors of the school and with the school's logo. The uniform will consist of outdoor wear and gym strip and regular wear for general classroom use.
3. The price of the school's uniform will be competitive and will be set to recover the cost of the uniform and expenses associated with its availability.
4. The quality of the uniform will be reviewed annually with the parents during a parents' council meeting at which time options for material quality will be made available.
5. The principal will ensure that all students know that they are expected to wear the uniform at all times on school property during the school's operational hours and for all school activities.
6. Special non-uniform days will include heritage days, National Day, and other school's cultural days as declared by the principal in consultation with the school's staff and the parents.

7. The staff is likewise expected to model appropriate dress as in keeping with *Policy 402 Professional Code of Conduct* for administrative staff, school-counseling staff, teaching staff, and teaching assistants. Other support staffs are expected to wear the uniforms specifically made available to them for their particular functions.

Legal References:

ADEC Private Schools Policy and Guidance Manual *Policy 30 Professional Code of Ethics* Corresponding to Article (35) of the Organising Regulations.

Policy 313

Parental/Guardian Engagement

Policy Statement:

Maplewood International School recognizes the significant and vital role that parents play in their children's education. Parental involvement in schooling includes many processes and can range from taking an active interest in their own child's progress and education to becoming involved in the overall operations and functioning of the school community through their own participation. The purpose of this policy is to ensure that parents have a variety of ways to be involved in their child's education and in the school community.

Procedures:

1. The school will every year in September welcome the parents to the school through a welcoming newsletter that outlines the variety of ways that the parents can remain connected through emails, the media that the school uses to make announcements and advertise, school's newsletters, telephone calls, SMS, letters, and the internet portals available to parents that allow them to stay connected and informed of their child's attendance and progress, the school's programs, and activities.
2. At the beginning of each school year in early September the teachers will communicate with the parents through a classroom newsletter that contains information about the classroom and its programs, and the communication tools that the teachers use to keep the parents informed.
3. Throughout the year, the principal will invite the parents to take part in school's activities including the September *Meet the Teacher's Night*, parent/teacher interviews, celebrations, and special events.
4. In early September of each year, the principal of the school will invite the parents to take part in the school council of which all parents are members. At the formation meeting an executive will be formed by the parents and will include a chairperson and a secretary. The purpose of

the council will be to advise the principal on the school's policies and practices, on special events planning, and on other issues pertaining to the school's programs.

5. The school will host parent information meetings throughout the year to create common understandings and commitments regarding the school's curriculum, teaching methodologies, assessments, and parental support of their children's learning at home.
6. Each year, the principal of the school will ensure that a Parent Handbook is made available electronically for all parents to access. The handbook will contain such information as the school's policies, student's fees, the educational program, important forms, the school's calendar, and ways of communicating with the school and their children's classrooms.
7. The parents are encouraged to meet with their teachers through scheduled appointments at anytime they feel the need arises to clarify a learning problem or to discuss an issue that impacts their child's safety, wellbeing, or learning outcomes.
8. The school social worker and other key staff such as the school nurse are available at the school for the parents to make contact and to discuss medical and other matters that affect their children's safety, health, wellbeing or educational success.
9. Throughout the year the parents may be required to participate in the school's committees. The principal of the school will provide the parents' council with a list of committees that require the parents' participation.

Legal Reference:

ADEC Private School Policy and Guidance Manual *Policy 56: Informing Guardians of the School Program* Corresponding to Article (61) of the Organizing Regulations.

Policy 314

Maplewood International School Counselling and Guidance

Policy Statement:

The purpose of this policy is to ensure that all students enrolled in the Maplewood International School and their parents have access to supportive counselling and guidance programs. Of primary concern is student wellbeing and academic success.

Procedures:

1. Each year the principal of the school will establish a *Guidance and Counselling Program* for the school that reflects the level and type of age-appropriate services required.
2. The Junior and Senior educational program will contain opportunities for students to engage in career explorations as per the health and personal life-skills programs available within the Alberta Education Curricula: Specifically for high school students, *Career and Life Management (CALM)*, the *Work Experience* preparatory programs, and the *Career and Technology Studies (CTS)* courses.
3. The school librarian will ensure that within the library holdings there are digital career guidance programs available that can assist students in aptitude testing, making career choices, and in researching higher educational options and programs.
4. In September of each year the principal will ensure that a school social worker/counsellor position is in place and that a clear role description for the school counsellor or school social worker is adopted and reviewed with the school counsellor.
5. The school social worker/counsellor will work with staff and parents to ensure that counselling services are provided in a timely manner such that students' counselling needs are addressed.
6. The school social worker/counsellor is to be kept informed and involved for all matters that are not readily resolving themselves and that are related to behaviour, social interaction, wellbeing, and health.

7. It is expected that staff promptly report directly to the school social worker/counsellor or as appropriate the school's health nurse all matters related to child protection and safety. The social worker/nurse will immediately initiate appropriate undertakings as per *Policy 304 Child Protection*.
8. It is expected that when teachers and parents, or the administration of the school require liaison services to improve communications or to resolve cultural impediments, the school social worker be available to assist in such matters and that she be called upon early in the process to minimize misunderstandings and maximize the building of necessary school/family partnerships and trust.
9. Referral to the school counselling program may be initiated by the student, teachers, parents, administration, or by the school social worker/counsellor.
10. As age-appropriate, children are to be provided a safe ear through the school's counselling program so that they can resolve matters of personal stress and of a personally confident nature. As such the school social worker/counsellor is to be provided with sufficient access to students through school programming that educates children as to the value of the personal counselling services available. The school counsellor is expected to develop this rapport through regular visits to classrooms for presentations on wellness, child protection, and all matters related to the developmental needs of children and youth.
11. On a regular basis the school social worker/counsellor will monitor and track student attendance, tardiness, and behavioral matters and will intervene on these as per *Policy 303 Attendance/Absence*, and *Policy 306 Student Discipline*.

Legal Reference:

ADEC Private Schools Policy and Guidance Manual Policy 53 Counselling Services Corresponding to Article (58) of the Organising Regulations.

Alberta Education Comprehensive School Guidance and Counselling Programs and Services Manual, 1997.

Alberta Education Policy 1.6.3 School Guidance and Counselling Programs.

Policy 401

Recruitment Policy

Policy Statement:

Maplewood International School is committed to providing the highest possible quality of education as an Alberta Accredited International School. The school recognizes that to meet this commitment, it is necessary to attract, recruit and retain high caliber staff.

The aims of the Recruitment Policy are:

- ☐ Safety and welfare of students at all stages of the recruitment process.
- ☐ The best possible staff is recruited on the basis of qualifications, experience, abilities and suitability for the position.
- ☐ All applicants are considered equally without bias based on race, nationality, ethnic origin, gender, marital status or age.
- ☐ Compliance with all pertinent employment requirements of the Abu Dhabi Education Council.
- ☐ Compliance with Alberta Education's School Accreditation and Teacher Certification Requirements.

Procedures:

1. The recruitment process will involve the posting and advertising of vacancies on the school website or via recruitment sites and agencies if deemed necessary.
2. Applicants will be asked to submit a CV and letter of application including their education and experience and information showing their suitability for the position.
3. The application must include names and contact details of referees that the school can contact for a direct reference. Only those short-listed for a position will have referees contacted. Testimonials and open references are accepted but the school will require two direct references from referees.
4. All referees will be asked if they believe the applicant is suitable for the position for which they have applied and also be asked if they believe the applicant is suitable to work with children.

5. Short-listed applicants, of which qualified Emirati candidates shall receive preference, will be invited to participate in an interview, either in person or using Skype. The interview will involve a set of standard questions that are used for all candidates interviewed for the particular position.
6. An offer of employment will be issued from the Principal to the chosen candidate. Once the offer is signed and returned a contract of employment will be written including the agreed terms.
7. Prior to signing the contract, the school will need to receive the following:
 - ☐ Verification of identity
 - ☐ Satisfactory references
 - ☐ Attested professional and academic qualifications
 - ☐ Police clearance
 - ☐ ADEC approval
 - ☐ Evidence of a Bachelor of Education Degree or equivalence to qualify for an Alberta Education Teaching Certificate.
 - ☐ Evidence of an Alberta Education Teacher Certification File being Initiated
8. Following contract signature by the employee and the school, a personnel file will be prepared with all documentation of employment. This file will become the employee's record of service.
9. Salaries and benefits will be considered from a total cost perspective and may vary from the grids as specified below depending upon the individual costs of recruitment, the costs associated with visa procurement, and other benefit costs that with salary will be used to calculate the total salary/benefits package. The principal will determine each employee's placement on the grid as per Appendix A.

Policy 401-Appendix A

Alberta Certified Staff (0-4 years experience):

11,000.00AED—13,500.00AED per month

Alberta Certified Staff (5+ years experience):

13,500.00AED—15,000.00AED per month

ADEC approved Non-Alberta Certified and/or B.Ed. Equivalent (2-4 years experience):

10,000.00AED—14,000.00AED per month

- ☐ Initial grid placement depends upon cost of recruitment and total benefits package (housing, visas, travel, education allowance, etc.) required by individual or family circumstance, and will include Alberta certification, verified international experience, and any additional responsibilities as assigned on the letter of offer.
- ☐ Movement on the grid occurs at the end of contract upon renewal or as negotiated upon reassignment with additional responsibilities.
- ☐ Additional salary allowances and benefits will be negotiated individually as per head teacher, coordinator, vice-principal, and principal contracts in consideration of responsibilities, experience, and education.
- ☐ For administrative staff, salary allowances and benefits will be negotiated as per their level of responsibilities, experience, and education.
- ☐ For teaching assistants and clerical staff, salary allowances and benefits will be negotiated as per their level of responsibilities, experience, and education.
- ☐ The employer will provide housing or a cash housing alternative worth up to 90% of the cost of employer provided housing (payable in two installments) for internationally hired academic staff. Employees on spousal visas or hired locally may be provided with some additional benefits and allowances.
- ☐ When housing is provided, single staff and married staff without children will be provided a one-bedroom housing unit. Married staff with children will be provided a two or three-bedroom apartment depending upon the family demographic.

- ☐ Health care will be provided as per the terms and conditions of the health-care provider's coverage (Dental is limited to 2,500AED/Annum; and vision and pre-existing conditions are excluded).
- ☐ All employees will receive a gratuity as per UAE Labour Law regulating limited and unlimited contracts. Sample calculations of such are available in Appendix B of this policy.
- ☐ Sick Leave will accumulate by one and one half (1.5) days per month up to 15 days, after which time the employee's condition will be assessed for his/her ability to return to work. A doctor's note is required to verify each sick leave absence.
- ☐ Personal leave without pay will be granted at the principal's discretion to a maximum of two (2) personal days per school year if requested two weeks in advance and depending upon the availability of substitute teachers. Personal days will not be granted to extend holidays.

Policy 401 - Appendix B

Limited (Term Specific) Contracts

1. Gratuity is payable only on termination of employment and contract term completion.
2. The term of limited contracts is two or more years.
3. The gratuity calculation is 21 days of basic salary for each year of service. After 5 years it is 30 days basic salary for each year of service.

Service Years	Calculation	Example - 5000 basic salary
< 1	Not eligible	
1 year	Basic X 12/365 X 21	$5000 \times 12/365 \times 21 = 3452$
2 year	Basic X 12/365 X 42	$5000 \times 12/365 \times 42 = 6904$
3 years	Basic X 12/365 X 42	$5000 \times 12/365 \times 42 = 6904$
4 years	Basic X 12/365 X 84	$5000 \times 12/365 \times 84 = 13,808$
5 years	Basic X 12/365 X 84	$5000 \times 12/365 \times 84 = 13,808$
6+years	Basic X 12/365 X 114	$5000 \times 12/365 \times 114 = 18,739$

Unlimited (Continuous) Contract

1. Gratuity is payable only on termination of employment.
2. The gratuity calculation changes based on years of service

Service Years	Calculation	Example - 5000 basic salary
< 1	Not eligible	
1st year	Basic X 12/365 X 7 days	$5000 \times 12/365 \times 7 = 1151$
2nd year	Basic X 12/365 X 21 days	$5000 \times 12/365 \times 21 = 3452$
3rd year	Basic X 12/365 X 35 days	$5000 \times 12/365 \times 35 = 5753$
4th year	Basic X 12/365 X 56 days	$5000 \times 12/365 \times 56 = 9205$
5th year	Basic X 12/365 X 77 days	$5000 \times 12/365 \times 77 = 12,657$
6+year	Basic X 12/365 X 107 days	$5000 \times 12/365 \times 107 = 17,589$

Policy 402

Professional Code of Conduct

Policy Statement:

The professional code of Ethics is a set of principles that reflect Maplewood International School's core values, those of ADEC and Alberta education, and the local community's values and beliefs. It is understood that we support students in learning the values and practices of their local community, the U.A.E. and the Islam faith by reinforcing such values through direct instruction and by the way we model and reinforce these values through our procedures, practices, and interactions, communications and actions.

This professional code of ethics emphasizes the need for teamwork and collegiality, integrity and honesty in our interactions and behaviors, transparency, respect, accountability, and care and compassion.

It is expected that all Maplewood Employees understand, accept, and act in accordance with the principles articulated herein, and thereby uphold high standards of ethical and professional practice and behavior in all their work and at all times.

Procedures:

At the beginning of each school year, teachers will be provided this policy which will be reviewed and discussed at an early staff meeting so that common understandings can be built and reinforced throughout the year.

The school administration will ensure that teachers are provided with awareness training so all staff know and understand what is expected of them.

The school administration will monitor professional code of conduct compliance and take action as necessary to ensure that violations are addressed appropriately and effectively.

All staff will report code of conduct violations to their direct supervisor or the school administrative team as seems appropriate to the situation.

Administration will investigate and act on all reports of breaches of the professional code of conduct.

Policy Expectations:

It is expected that all staff will:

- Respect the Islamic religion, and Arabic culture, social customs, and traditions.
- Foster an atmosphere of tolerance in schools and the workplace.
- Dress appropriately in a manner consistent with official work attire and which does not contradict the U.A.E. values, morals, customs, and traditions:
 - The U.A.E. nationals will observe their appropriate national dress.
 - Expatriates will dress in professional attire that reflects proper work wear: Loose fitting clothing with unrevealing necklines; long sleeves to the elbows at minimum; and skirts, shorts (for swimming instruction and PE) capris or dress pants that are past the knees when sitting.
- Maintain a caring, professional relationship with all students, both inside and outside the classroom.
- Respect and cooperate with parents/guardians and the local community in their daily work to advance student learning.
- Follow directions from supervisors and commit to collaborating with their colleagues in the best interest of students and the education profession.

- Abide by government laws and regulations, school procedures and rules, and Ministry guidelines and expectations.
- Avoid situations that represent conflicts of interest or the appearance of such.
- Avoid making remarks regarding sensitive issues that might cause anger or discomfort among students, colleagues, or the community.

Legal References:

ADEC Private Schools Policy and Guidance Manual *Policy 30 Professional Code of Ethics* Corresponding to Article (35) of the Organising Regulations.

Policy 403

Employees' Appraisals and Professional Growth Plans**Policy Statement:**

The evaluation of employees is an important process intended to improve the quality of teaching and learning in the school and employee overall performance of all employees. The appraisal and growth procedures outlined herein identify opportunities to further the goals of the school.

The performance of all employees in the school shall be reviewed on a regular basis. This appraisal process is to be administered by the school's principal and others in supervisory positions.

Procedures:

1. The primary purpose of appraisal shall be to:
 - a. Improve performance.
 - b. Improve communications.
 - c. Establish clear expectations.
 - d. Reinforce good performance.
 - e. Identify performance that needs to improve, and
 - f. Foster a spirit of cooperation and teamwork.
2. The process will serve as one factor in making decisions regarding the following matters:
 - a. Promotion.
 - b. Improvement requirements.
 - c. Tenure.
3. All employees (with the exception of temporary short-term staff) are to be appraised regularly either by supervision, evaluation or professional growth.
4. All interim and probationary employees in their first year of employment will receive a formal evaluation.
5. Employees with permanent certification and/or status will be supervised and are expected to complete an annual professional growth plan in accordance with the template accompanying this policy.

6. If at any time, a supervisor determines through the process of supervision that an employee on permanent certification or who is past their probationary period of employment requires an evaluation, then that employee will be notified in writing which will include the purpose of the evaluation and the timeline for the evaluation.
7. Appraisals of any employee will be completed by his/her direct supervisor or by the program director tasked with the responsibility.
8. Appraisals shall include information gathered from a variety of sources including supervision, evaluation, and parental and student feedback.
9. An appeal of any appraisal will be to the supervisor of the person performing the appraisal under appeal.
10. The data collected and used to form the evaluation shall be discussed with the employee prior to finalizing an evaluation.
11. An appraisal will consist of a combination of spontaneous and pre-scheduled visits each of which will be used to form the basis of the overall final appraisal.
12. Each appraisal will include a written report to the employee and will be discussed with the individual and placed on his/her personnel file.
13. Informal appraisals that include observations and verbal and/or written feedback may occur at any time as part of the overall supervisory process.
14. A supervisor may add relevant information to an employee's file at any time as long as such information is shared with the employee.
15. Employees have access to their appraisal files upon request and/or as shared by their supervisor.
16. Teacher's evaluations are to be conducted as per the *Alberta Teaching Quality Standard* and in keeping with the KSAs for either Interim Certificated or Permanent Professional Certificated teachers as applicable.

Legal References:

ADEC Private Schools Policy and Guidance Manual *Policy 27 Teaching Quality*
Corresponding to Article (32) of the Organising Regulations

ADEC Private Schools Policy and Guidance Manual *Policy 28 Continuous Professional Development and Performance Management* Corresponding to Article (33) of the Organising Regulations

Government of Alberta Teaching Professions Act, April 30 2015.

Policy 403 Appendix A

**Teacher's Evaluation Form
Interim/Certification**

Teacher: _____ Date: _____

Class Observed: _____ Time: _____

Evaluator: _____

The Evaluator will observe the teaching and learning and record significant observations regarding the quality of both to determine if the teaching meets the Alberta Education *Teaching Quality Standard* (TQS) and the expectations for Teaching and Learning as established by ADEC.

The standard for acceptable teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

The evaluator will use the knowledge, skills, and attributes (KSA) identified in the TQS as a basis for determining areas of growth, strength and the quality of teaching overall as it pertains to the standard expected for teachers with interim certification.

Evaluation of Teaching Quality Standard:

As per my observations of the teacher's teaching practice and through my overall interactions with and observations of the teacher, in my professional judgment and in consideration of the KSA's, I have determined that the teacher's overall teaching practice:

_____ Meets the Teaching Quality Standard.

_____ Does Not Yet Meet the Teaching Quality Standard.

Teachers with Interim Certification are expected to demonstrate and understand that:

- 1. Contextual variables affect teaching and learning.**
 - a. The teacher analyzes variables that affect learning for students.
 - b. The teacher has responded to this analysis makes reasoned decisions about his/her teaching practice and student learning.

Observations:

- 2. The purpose of the program of studies.**
 - a. The teacher uses these documents to plan for instruction.
 - b. The teaching and learning activities are linked to learning outcomes.
 - c. Student progress is assessed in accordance with the standards identified in the program of studies.

Observations:

3. All students can learn, albeit at different rates and in different ways.

- a. The teacher collaborates with others as needed to identify students' different learning styles and learning ways, strengths, and needs.
- b. The teacher responds to assessed differences in learning by creating multiple paths to learning for individuals and groups.
- c. The teacher includes special needs students through differentiation of learning.

Observations:

4. Daily, unit, and long-range planning support effective teaching and quality learning.

- a. The teacher translates curriculum outcomes into reasoned, meaningful learning opportunities for all students.
- b. The teacher varies his/her plans to accommodate individuals and groups of students as evidenced in the class and in planning documents.

Observations:

5. The students' need for physical, social, cultural, and psychological security.

- a. The teacher knows how to engage students in creating effective classroom routines.
- b. The teacher knows when and how to apply a variety of relevant management strategies.
- c. The discipline and management of students provide for minimal disruptions to student learning.

Observations:

6. The importance of respecting students' human dignity.

- a. The teacher establishes with each student a professional relationship that is characterized by mutual respect, trust, and harmony.
- b. The teacher establishes and maintains rapport that is purposeful, nurturing, and effective in creating student cooperation and engagement.

Observations:

7. There are many approaches to teaching and learning.

- a. The teacher uses a broad range of instructional strategies appropriate to the subject discipline.
- b. The teacher effectively uses a variety of strategies to help different students achieve different outcomes.
- c. The selected teaching methodologies and approaches, and planned student learning activities result in high student engagement.

Observations:

8. The functions of traditional and electronic teaching and learning technologies.

- a. The teacher effectively uses a range of appropriate learning and teaching technologies to present and deliver content.
- b. The teacher uses technology to find and use information, to research, word process, manage information, and keep records.
- c. The teacher engages students in the effective use of technology for learning, presenting, communicating, and researching.

Observations:

9. The purposes of student's assessment.

- a. The teacher knows how to assess the prescribed range of learning objectives by selecting and developing a variety of classroom and large-scale assessment techniques and instruments that benefit students.
- b. The teacher knows how to use assessment results formatively to direct learning and effectively scaffold for instruction so students remain engaged and are challenged but not frustrated, confused, or lost.
- c. The teacher knows how to use assessment results summatively to evaluate students and communicate the results of such with parents.

Observations:

10. The importance of engaging parents purposefully and meaningfully in all aspects of teaching and learning:

- a. The teacher knows how to develop and implement strategies that create and enhance partnerships among teachers, parents, and students.

Observations:

11. Student's learning is enhanced through the use of home and the community:

- a. The teacher identifies and uses resources from home and the community that are relevant to the prescribed and planned for teaching and learning objectives.
- b. The teacher incorporates the use of these resources into their teaching and student's learning.

Observations:

12. The importance of contributing independently and collegially to the quality of their school"

- a. The teacher knows and uses the strategies whereby he/she can collectively and individually enhance and maintain the quality of their school to benefit students.
- b. The teacher guides his/her actions with a personalized overall vision of the purpose of teaching and learning that is in keeping with the values of the community, the professional code of conduct, and the legislated expectations of teachers in Alberta and in the U.A.E.

Observations:

13.The importance of career-long learning.

- a. The teacher assesses his/her own teaching in order to improve it.
- b. The teacher knows how to work with his/her supervisors to improve the quality of instruction and learning.
- c. The teacher uses findings of assessments and evaluations of their teaching to select and engage in relevant, ongoing professional development.

Observations:

Teacher's Comments:

Evaluator's Signature: _____

Policy 403 Appendix B

Teacher's Professional Growth Plan:
Permanent Certification

Name: _____

School Year: _____

Growth Plan Goals: What will I achieve this year?

1. Teaching Quality Standard Reference: (KSAs)
2. English Second Language Reference:

Goal 1:

The Plan: What strategies/activities will I use to achieve my goal?

Support/Resources: What do I have and what do I need?

Indicators and Data: How Will I know I achieved my goal?

Summative Review: What Have I learned?

Goal 2:

The Plan: What strategies/activities will I use to achieve my goal?

Support/Resources: What do I have and what do I need?

Indicators and Data: How Will I know I achieved my goal?

Summative Review: What Have I learned?

Year-End Supervisor's Observations:

Policy 404 Duties Of Teachers

Policy Statement:

The purpose of this policy is to ensure that teaching and learning in Maplewood school is of the highest possible quality, that the learning environment is assessed and monitored, and that students acquire the skills, knowledge and qualifications that will ultimately contribute to the economic growth of the Emirate and enable success in later life.

Definitions:

The Teaching Quality Standard Ministerial Order (TQS):

The TQS is the standard that is applied to certification of teachers, ongoing professional development, and supervision and evaluation of teachers.

The **Teaching Quality Standard** is the foundation for excellence in teaching that is required of every certificated teacher. In the Teaching Quality Standard are select descriptors of the knowledge, skills and attributes that are appropriate for teachers throughout their professional careers.

This short summary of the standards describes the responsibilities of certificated teachers, which includes but is not limited to, an understanding of:

- a. The importance of context with regard to teaching and learning;
- b. The structure of the Alberta education system;
- c. The *Guide to Education* and *Programs of Study* related to your specialization or teachable subject areas;
- d. A belief that all students can learn, albeit differently;
- e. Short, medium, and long term planning;
- f. Students' needs for physical, social, and psychological security;
- g. A need to respect students' human dignity;
- h. The many approaches to teaching and learning;
- i. The importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning;

- j. How student learning is enhanced through the use of home and community resources;
- k. Contributing, independently and collegially, to the quality of the school community;
- l. The importance of career-long learning;
- m. The importance of guiding your own actions with a personal, overall vision of the purpose of teaching;
- n. The legislated moral and ethical frameworks within which the teacher works;
- o. Creating and maintaining environments that are conducive to student learning;
- p. Being able to translate curriculum content and objectives into meaningful learning activities;
- q. Applying a variety of technologies to meet students' learning needs;
- r. Using gathered information about students' learning needs and progress to improve instruction; and,
- s. Establishing key partnerships within the school, home, community, and within your own school to improve the school environment.

Teaching Duties:

1. A teacher while providing instruction or supervision will:
 - a. Provide instruction competently to students as per the TQS.
 - b. Teach the courses of study and education programs that are prescribed and approved by the Alberta Government.
 - c. Promote goals and standards applicable to the *Alberta Program of Studies* and in accordance with the expectations for educational programs as prescribed by ADEC Policy 27—Teaching Quality.
2. Teachers are at all times in-class and during any school activity expected to:
 - a. Encourage and foster learning in students;
 - b. Regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
 - c. Maintain, under the direction of the principal and in accordance with school policy, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;

- d. Collaboratively develop, implement and update student IEP's during each reporting period;
 - e. Collaboratively create (with their grade-level colleagues, and as per the MWIS Weekly Overview Template provided) weekly overviews of the outcomes covered for each class they instruct and share these with parents at the beginning of each week;
 - f. Maintain weekly Sub Plans consistent with the weekly overviews that are substantial enough to continue instruction with out interruption to student learning as planned in long range, unit and daily planning that is filed with the division leader;
 - g. Collaboratively plan and host co-curricular activities as per the annual school calendar and as these are scheduled for the grade level in which the teacher instructs;
 - h. Work collaboratively with colleagues in weekly meetings as scheduled by the Principal;
 - i. Supervise student transitions between classes, and fulfil all supervision duties as assigned on the supervision schedule provided at the beginning of each school term; and,
 - j. Subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal.
3. At any time during the period of time that a teacher is under an obligation to the Maplewood International School to provide instruction or supervision or to carry out duties assigned to the teacher by the principal/designate, the teacher will:
- a. Participate in curriculum development and field testing of new curriculum; and,
 - b. Develop, field test, and mark provincial achievement tests and diploma examinations.

Legal Reference:

ADEC Private School Policy and Guidance Manual *Policy 27: Teaching Quality* Corresponding to Article (32) of the Organizing Regulations.

Alberta Government School Act Sections 18.1 and 18.2

Policy 405
Duties of the Principal

Policy Statement:

This policy emphasizes the importance of the principal's role and identifies core responsibilities associated with this role as identified by effective schools research, the Abu Dhabi Education Council, and Alberta education and the Alberta Government. The policy seeks to empower the principal in the fulfillment of his role as educational leader of the Maplewood International School.

Definitions:

Principal: refers to the school's chief administrative officer, responsible for the day-to-day leadership and management of the school. The school's principal is accountable to the School's Board of Trustees and the Director/Superintendent.

Vice-Principal: refers to the deputy administrator who is the principal's deputy and representative. The vice-principal supports the principal's leadership role and is accountable to him/her. The principal may delegate responsibilities to the vice principal.

Procedures:

1. The principal is accountable for all aspects of the day-to-day operations of the school and acts as the school's chief executive officer.
2. Any official action taken by ADEC with respect to the school will be directed to the principal who must notify the Director/Superintendent, Owner and Chair of the Board of Trustees.
3. The principal has the authority to establish the rules, procedures, and educational standards at the school in a manner consistent with ADEC, the Alberta School Act and Alberta Education's regulations and policies.

4. The Board of Trustees and Owner will not interfere with the authority of the principal in the day-to-day operations of the school.
5. The principal will report breaches of ADEC policy within 24 hours of their occurrence.
6. The duties of the principal include strategic leadership, leading teaching and learning, leading the organization, leading individual staff, and leading in the school's community.
7. The principal is responsible to implement ADEC policies and regulations related to educational matters, Alberta Education policies and regulations as applicable to the accreditation status of the school.
8. **The principal will:**
 - a. Participate in the recruitment and recommendation of all staff including Alberta certified teachers for appointment by the ownership.
 - b. Provide guidance and professional development for staff.
 - c. Ensure that the teaching and learning within the school meets the Alberta teaching quality standard and ADEC expectations for teachers as articulated in the policies and regulations for private schools.
 - d. Supervise student assessment and evaluations procedures and practices, and ensure that records are properly maintained.
 - e. Provide all students with a safe, caring, orderly learning environment.
 - f. Advise the Director/Superintendent in establishing the school's budget.

Legal Reference:

ADEC Private School's Policy and Guidance Manual, Policy 23: The Principal's Authorities Corresponding to Article (28) of the Organizing Regulations.

Alberta School Act sections 19/20.

Policy 406

Duties Of Teacher Assistants/Shadow Teachers

Policy Statement:

The purpose of this policy is to ensure that shadow teaching in Maplewood International School is of the highest possible quality, that the learning environment is appropriately resourced and supported, and that students acquire the skills, knowledge and qualifications that will ultimately lead to independence and success within their socio/emotional and academic settings.

Definitions:

Teaching Assistants: General classroom assistants appointed to support the teacher in delivering differentiated instruction to individual students or small groups. Teacher's assistants work under the directives and supervision of the classroom teachers and can assist the teaching and learning in a variety of ways as determined most beneficial by the classroom teacher.

Shadow Teachers: Classroom assistants assigned to a particular student. Shadow teachers work in conjunction with the SENCO and the classroom teacher under the direct supervision of the classroom teacher. Some additional classroom support can be provided by the shadow teacher as deemed appropriate but the primary role is to support the learning and success of the identified student to whom the shadow teacher is assigned.

Shadow Teacher's Duties:

1. Works with assigned student(s) to reinforce learning of material or skills initially introduced by the teacher.
2. Develops special strategies for reinforcing material or skills based on an understanding of individual students, their needs, interest, and abilities.
3. Helps assigned student(s) master instructional materials assigned by the teacher.
4. Guides remedial work set up and assigned by the teacher.

5. Assists with the supervision of students during assemblies, play periods, and field trips when needed.
6. Assists with lunch, snack, cleanup routines and toilet routines when needed.
7. Assists students in the library or media center when needed.
8. Alerts the regular Teacher and the SENCO to any problem or special information about assigned student(s).
9. Maintains a professional high level of ethical behavior and confidentiality of information about students, teachers and the school.
10. Follows the school hours of operation and calendar
11. Assists SENCO/TEACHER in the development of individual goals and objectives for assigned student(s).
12. Collaborates with TEACHER to develop appropriate learning environment for the assigned student(s).
13. Attends and participate in required meetings.
14. Maintains discretion and confidentiality of child and family information at all times.
15. Maintains accurate daily progress notes, data collection, attendance records and complete required paperwork in a timely manner.
16. Seeks professional growth opportunities (workshops, certification, reading, etc.)
17. Performs responsibilities related to SEN as the senior leadership may assign.
18. Communicates professionally at all times with students, family members, consultants, school personnel, referral sources, and all other staff members.
19. Complies with all rules and standards of practice in regards to school regulations.

Policy 407

Duties of the Director (Superintendent)

Policy Statement: This policy emphasizes the importance of the director's role and identifies core responsibilities associated with this role as identified by effective schools research, the Abu Dhabi Education Council and Alberta Education. The policy seeks to empower the Director in the fulfillment of his role as the CEO of the Maplewood International School.

Definitions:

Director: refers to the chief executive officer, responsible for the operational management of the school as directed by the Board and ownership of the school. The director is responsible for ensuring that the school is compliant with ADEC requirements and ensures either the principal or vice-principal is approved as an Alberta Program Administrator.

Principal: refers to the school chief administrative and deputy executive officer, responsible for the day-to-day leadership and management of the school. The school principal is accountable to the School's Board of Trustees through the Director.

Vice-Principal: refers to the deputy administrator who is the principal's deputy and representative. The vice-principal supports the principal's leadership role and is accountable to him/her. The principal may delegate responsibilities to the vice principal.

Procedures:

1. The director is accountable for all operations of the school and acts as the school's chief executive officer.
2. The director receives from the principal any directives which ADEC require be presented to the Board or ownership and presents these directives as required.
3. The director has the authority to establish contracts between the school and external contractors such as security, cleaning, maintenance, renovation and staffing.

4. The Board of Trustees and Owner provide the director with directives and requests concerning operations of the school. The director plans with the principal for the implementation of these requests.
5. The director receives reports of breaches of ADEC policy and within 24 hours of their occurrence informs the Board and ADEC.
6. The duties of the director include strategic leadership, leading the organization, school business leadership and leading in the school's community.
7. The director is responsible to implement ADEC policies and regulations related to business matters, facility matters, recruiting and employing of staff.
8. The director is responsible for compliance with all licenses and permits issued to schools by government authorities such as ADEC, HAAD, Civil Defense, Department of Economic Development, Abu Dhabi Municipality, Ministry of Interior, Immigration, Ministry of Labour and Food Authority.
9. The director will:
 - a. Manage the recruitment and employment of all staff and provide recommendations for appointment by the ownership.
 - b. Manage the accommodation allowances and leases for international teachers.
 - c. Supervise standardized assessments such as MAP, TIMSS, PIRLS, PISA and ensure that records are properly maintained.
 - d. Provide all students with a safe, caring, orderly learning environment.
 - e. With assistance of the principal and business manager prepare the annual budget to be presented to the Board for approval.
 - f. Prepare the annual report to the Abu Dhabi Education Council.

Legal Reference:

ADEC Private School's Policy and Guidance Manual, Policy 23: The Principal's Authorities Corresponding to Article 28 of the Organizing Regulations

Alberta School Act Sections 19/20

Policy 408

Progressive Intervention/Discipline Policy

Background:

The purpose of progressive intervention is to identify and address employee and employment related problems. This policy applies to any and all employee conduct that Maplewood International School administration determines must be addressed by discipline. No discipline policy can be expected to address each and every situation requiring corrective action that may arise in the workplace; therefore, the principal is empowered to take a comprehensive approach regarding discipline and is expected to consider all relevant factors before making decisions regarding discipline.

Most often, the employee's conduct that warrants discipline results from unacceptable behaviour, poor performance, or violation of policies, practices or procedures.

Procedures:

Progressive Discipline will be implemented as follows:

1. Verbal Discussion: Expectations will be clarified verbally when a problem is identified.
2. Letter of Expectation: A letter of expectation will be given when an employee engages in conduct that justifies written notice or when the employee engages in unacceptable behaviour following a verbal warning. The letter of expectation will be maintained in an employee's personnel file and remains in effect for a period of time as specified by the supervisor.
3. Letter of Direction: A letter of direction provides the employee with specific guidance relating to the required actions expected to correct the deficit. This letter will act as a support document for the employee and will provide dates for future review of the behaviour being addressed.

4. Letter of Discipline/Suspension: A formal letter of discipline or suspension will be provided when the employee engages in conduct that justifies a suspension or engages in unacceptable behaviour. An employee's suspension will be documented and will remain in effect for a period of time as specified by the supervisor.
5. Termination: An employee will be terminated when he or she engages in conduct that justifies termination or does not correct a matter that has been addressed through progressive intervention.

While administration will take disciplinary action in a progressive manner, it remains the sole discretion of administration to decide in accordance with the U.A.E. labour law and regulations and ADEC's requirements whether and what disciplinary action will be taken in any given situation.

Policy 409

Duties of the Vice-Principal

Policy Statement:

This policy emphasizes the importance of the vice-principal's role and identifies core responsibilities associated with this role as identified by effective schools research, the Abu Dhabi Education Council, Alberta education and the Alberta Government. The policy seeks to empower the vice-principal in the fulfillment of his role as an educational leader of the Maplewood International School.

Definitions:

Vice-Principal: refers to the principal's deputy and representative. The vice-principal supports the principal's leadership role and is accountable to him/her. The principal may delegate responsibilities to the vice principal in addition to those named herein as key roles as responsibilities. The Vice Principal is responsible to assist the principal in ensuring the highest quality of teaching and learning, setting and maintenance the school's tone, and in establishing a safe, caring, and orderly functioning of the school on a day-by-day basis.

Procedures:

A. The vice-principal is responsible for:

1. Working with the principal to ensure that teaching and learning is of the highest quality and that it meets Alberta Education's *Teaching Quality Standards*, as determined by ongoing supervision and evaluation.
2. Supporting the school's instructional program through scheduling and timetabling all classes and grades, breaks and lunch periods, and bell schedules.
3. Implementing the school's disciplinary policy by supporting teachers, school coordinators, and the school's social worker in the discharge of their respective duties relative to the policy. The vice-principal will work with coordinators to ensure that all disciplinary procedures are followed and records maintained, and that communications home are completed as per policy.
4. Making and implementing all in-school suspension decisions. Referrals to the principal for out-of-school suspensions will be made as per policy,

following proper interventions of lesser consequence unless otherwise determined by nature of the incident being addressed.

5. Developing and implementing the school's supervision schedule such that supervision levels are age-appropriate, risk preventative, and reasonable relative to the number of students being supervised.

B. Additionally, the vice-principal is responsible to:

1. Serve on the *School Learning Support Team* to ensure that all SEN, ESL, Gifted and Talented, and at-risk students are supported relative to their behavioural, social, emotional, and intellectual difficulties as identified through the child protection protocols, the special education, ESL, and at-risk referral processes in place in the school.
2. Support the school in registering students for school as per the school's screening procedures.
3. Serve on and lead the school's *School Improvement Committees* as assigned.
4. Support the IT administrator in the discharge of his duties relative to technology integration in classrooms.
5. Oversee parental communications and support parents in resolving grievances by working with coordinators, teachers and the school social worker to address issues of concern prior to escalating these to the principal.
6. Fulfil other duties as assigned by the principal

Legal Reference:

ADEC Private School's Policy and Guidance Manual, Policy 23: The Principal's Authorities Corresponding to Article (28) of the Organizing Regulations.

Policy 410

Division Coordinator

Policy Statement:

This policy emphasizes the importance of the Division Coordinator's role and identifies core responsibilities associated with this role as identified by effective schools research, the Abu Dhabi Education Council, and Alberta education. The policy seeks to empower Division Coordinators in the fulfillment of their roles as educational leaders of the Maplewood International School.

Definitions:

Division Coordinator Each year the principal of the school will assign a division coordinator to the Arabic and Islamic department to oversee curriculum implementation, standards of instruction, assessment practices, resourcing, and discipline.

Procedures:

A. The Division coordinator is responsible for:

1. Supporting teachers, and by working collaboratively with the school's social worker and the vice principal, to ensure that disciplinary procedures are implemented as per policy, and that appropriate communications are undertaken with parents.
2. Ensuring that Arabic and Islamic teachers review and understand the school's approved emergency response policy, and that procedures are practiced and adhered to.
3. Collaborating with the vice-principal and the school social worker to establish and implement by mid-September of each year a *School Awards Program* that recognizes a variety of student achievements and learning targets, social competencies, and positive behaviours.
4. Supporting the school social worker and nurse in ensuring that the Child Protection Policy is implemented, and that proactive programming and education are in place throughout the year within the Arabic and Islamic studies division that support staff and students in their understanding of

student health, wellbeing, child protection rights, and respective obligations. The division coordinator is also responsible to support all Arabic and Islamic staff in addressing child protection concerns as per policy.

B. Additionally, the division coordinator is responsible for:

1. Working with teachers to ensure that all at-risk students are supported relative to their behavioural, social, emotional, and intellectual difficulties as identified through the child protection protocols, the special education and at-risk referral processes in place in the school. Additionally, for monitoring at-risk learners to ensure that they are properly identified and supported as per the school's at-risk program requirements.
3. Supporting the development and implementation of IEP'S for Arabic and Islamic students by working collaboratively with the SEN coordinator.
4. Serving on and leading *School Improvement Committees* as assigned.
5. Supervising and evaluating teaching and learning; providing coaching, and identifying PD needs within the Arabic and Islamic division; ensuring that all learners are provided with an opportunity to learn Arabic and Islamic; and that teaching meets the teaching quality standard, that time-on-task is high; and that learning is rigorously linked to ADEK and Alberta's curricular outcomes for each subject when applicable.
6. Ensuring that assessment practices are in keeping with ADEK expectations, that they promote student self-assessment of learning, and that they adequately prepare students for achieving well on Ministry required final exams.
6. Supporting parents in resolving grievances by working with teachers, the school social worker, and the vice-principal, and for addressing issues of concern for teachers prior to escalating these to the principal.
7. Providing overall division leadership and thus ensuring that their division operates as per the expected vision and mission of the school, and that the culture within their division promotes high expectations, inclusive learning, and quality teaching.

8. Leading division meetings and assemblies; supporting teachers in securing appropriate learning and teaching resources; providing leadership over division field trips; and for ensuring that discipline within their division contributes to the safe, nurturing, and orderly functioning of the school; and for
9. Fulfilling other duties as assigned by the principal.

Legal Reference:

ADEC Private School's Policy and Guidance Manual, Policy 23: The Principal's Authorities Corresponding to Article (28) of the Organizing Regulations.

Policy 411

Curriculum Coordinator**Policy Statement:**

This policy emphasizes the importance of Curriculum Coordinator's role and identifies core responsibilities associated with this role as identified by effective schools research, the Abu Dhabi Education Council, Alberta education and the Alberta Government. The policy seeks to empower Curriculum Coordinators in the fulfillment of their roles as educational leaders of the Maplewood International School.

Definitions:

Curriculum Coordinator refers to an Alberta Certified/ADEK approved Teacher assigned each year to head the curriculum implementation initiatives of the School, to assist in overseeing teaching and learning quality and alignment to Alberta and ADEK's Standards for teaching and learning.

Procedures:**A. The Curriculum coordinator is responsible for:**

1. Serving on and leading *School Improvement Committees* as assigned.
2. Supporting teachers in their professional development needs as these pertain to curriculum implementation and quality teaching and learning.
3. Supporting head teachers in organizing weekly collaborative planning to produce daily, weekly, unit, and long range plans, and for ensuring that all plans are maintained on file for easy access by administration, ADEK, and Alberta Education for review and evaluation purposes.
4. Working collaboratively with teachers to ensure ongoing, frequent, and varied formative and summative assessments and evaluations of student learning that directs instruction and learning, promotes student self-evaluation, and that is maintained through records and procedures consistent with Alberta Education, ADEC, and with all school policies and regulations.

5. Supporting teachers with reporting on student achievement by ensuring that proper reporting templates are available, that reporting deadlines are met, and that reporting documents are completed in a professional and accurate manner consistent with the MWIS reporting rubric.
6. Supporting head teachers in securing resources for their programs and for articulating clearly to parents the resources that are in use for each program of studies.
7. Assisting the vice-principal and principal in ensuring through ongoing supervision of teaching and learning that all teaching meets the TQS as per Alberta Education's Teaching Quality Standard KSA's (Knowledge, Skills and Attributes for both Interim and Permanent Professional Teachers).

B. Additionally, the Curriculum Coordinator is responsible for:

8. Overseeing and implementing the Moral Education and My Identity programs as required by ADEK.
9. Coordinating the implementation of the SAT and IELTS testing support programs for grade 12 students.
10. Coordinating *After-School Enhancement Programs* as per staff specialty and participation and in accordance with the school's policy on after-school enhancement programming.
11. Meeting regularly with the principal and vice principal as scheduled on a weekly basis.
12. Supporting parents in resolving curricular grievances by working with teachers, the school social worker, and the vice-principal.
13. Addressing issues of concern for teachers prior to escalating these to the vice-principal.
14. Fulfilling other duties as assigned by the principal.

Legal Reference:

ADEC Private School's Policy and Guidance Manual, Policy 23: The Principal's Authorities Corresponding to Article (28) of the Organizing Regulations.

Policy 412

Coordinator of Student Services

Policy Statement:

The Student services coordinator's main role is to ensure that all child protection, student discipline, and student wellness procedures are in place as per school policies, and that student achievement and wellbeing are supported appropriately.

The Coordinator of Student Services responsibilities include:

1. The implementation of the school's disciplinary policy by supporting teachers and by working collaboratively with the school's social worker and the vice principal to ensure that disciplinary procedures are implemented as per policy, and that appropriate communications are undertaken with parents.
2. Resolving behavioural grievances with parents prior to escalating them to the vice-principal and principal whenever possible.
3. The development and implementation of the *School Awards Program*. The coordinator of student services will perform this task in partnership with the school social worker, and the vice-principal.
4. Supporting the school social worker and nurse in ensuring that the Child Protection Policy is implemented, and that proactive programming is in place throughout the year that supports staff and students in their understanding of student health, wellbeing, and child protection rights and respective obligations.
5. Serving on the *School Learning Support Team* to ensure that all SEN, ESL, Gifted and Talented, and at-risk students are supported relative to their behavioural, social, emotional, and intellectual difficulties as identified through the child protection protocols, the special education, and at-risk referral processes in place in the school.
6. Serving on and leading the school's *School Improvement Committees* as assigned.
7. General supervision of teaching and learning quality, and working in partnership with the curriculum coordinator to support teacher professional development.

8. Supporting the school social worker in Implementing *Behaviour Support Programs* and facilitating parent/school communications regarding student referrals.
 9. Coordinating and scheduling of field trips and other extra-curricular activities.
 10. Supporting the physical education department in the implementation of an intramurals program that involves all students in grades 4-12.
 11. Providing career and life management guidance counselling to grade 9-12 students.
- B. The student services coordinator will fulfill other duties as assigned by the principal.**

Policy 413

Duties of Head Teachers**Policy Statement:**

This policy emphasizes the importance of the Head Teacher's role and identifies core responsibilities associated with this or similar roles as identified by effective schools research, the Abu Dhabi Education Council, and Alberta Education. The policy seeks to empower Head Teachers in the fulfillment of their roles as educational leaders within the Maplewood International School.

A. The Head Teacher is responsible for:

1. Providing overall Grade-level or division leadership and thus ensure that their division operates as per the expected vision and mission of the school, that the culture within their division promotes high expectations, inclusive learning, and quality teaching.
2. Ensuring that curriculum is scoped and sequenced as per school, ADEK, and Alberta Education's curricular requirements, and that long range and unit plans are developed collaboratively by grade and submitted by September 15/February 15 to the Curriculum Coordinator/vice-principal for review upon head teacher approval.
3. Ensuring daily plans are in place and utilized to improve and direct teaching and learning.
4. Reviewing and approving weekly overviews of grade-level teachers to ensure consistency of practice for each class in the same grade, adequate coverage of the learning outcomes and that learning resources are properly linked and all work assignments are available and accessible by parents and students.
5. Leading division meetings and division assemblies.
6. Serving on and leading *School Improvement Committees* as assigned.
7. Supporting teachers in securing appropriate learning and teaching resources, and in meeting planning requirement for long range, unit and daily planning as well as ensuring that curriculum delivery is scope and sequenced by grade and that all teachers of the same grade are following the same plan and pace.

8. Working with teachers to ensure that all at-risk students are identified and referred to the *School Learning Support Team*.
 9. Supporting the implementation of the school awards and activities programs for their division or grade levels by working cooperatively with teachers and the Student Services Coordinator.
 10. Supporting teachers in planning for fieldtrips and securing approvals.
 11. Reviewing and editing division report cards and approving them for final review by the principal and vice-principal.
 12. Supervising division hallways to ensure that teachers are supervising class changes and working with the vice-principal to draw up an effective supervision schedule.
 13. Supporting teachers in classroom level discipline that helps them maintain order, follow normal classroom teaching routines and procedures, communicate with parents to solve discipline problems, and initiate sensible consequences that are effective in managing student behaviour and engagement.
 14. Attending leadership meetings as assigned and scheduled.
- B. The Head Teacher will fulfil other duties as assigned by the principal.**

Policy 414
Duties Of Community Liaison Officer

Policy Statement:

The purpose of this policy is to ensure that community liaison in Maplewood International School is of the highest possible quality, that the environment is appropriately resourced and supported, and that students and parents are informed and supportive of school activities

Definitions:

Liaison Officer: Liaison Officers appointed to interface with parents and the community have responsibility of promoting the school and programs of the school to students, parents and the community. Liaison Officers work under the directives and supervision of the Principal and can assist the community interaction in a variety of ways as determined most beneficial.

Liaison Officer Duties:

1. Work with administration and staff to develop a positive interaction and community image.
2. Develop strategies for community interactions that promote the school and portray a positive image.
3. Maintain student records accessible by parents in the PASI system (Alberta Education Student record system) by ensuring student records are accurate and correctly recorded.
4. Provide students with Mypass access to their school record with Alberta Education.
5. Provide a legal record of student attendance and inform parents of all unauthorized absences on a daily basis. Interact with parents, teachers and transportation officials concerning student absences, lates and early dismissals.
6. Alert Teachers and the administration to any problem or special information about student(s) provided by parents.

7. Maintain a professional high level of ethical behavior and confidentiality of information about students, Teachers and the school.
8. Follow the school hours of operation and calendar
9. Assist Reception and the School Secretary in the direct interaction with the community, parents and school visitors.
10. Attend and participate in required meetings.
11. Maintain discretion and confidentiality of child and family information at all times.
12. Maintain accurate daily notes, data collection, attendance records and complete required paperwork in a timely manner.
13. Seek professional growth opportunities (workshops, certification, reading, etc.)
14. Perform responsibilities related to community relations as the senior leadership may assign.
15. Communicate professionally at all times with students, family members, consultants, school personnel, referral sources, and all other staff members.
16. Comply with all rules and standards of practice in regards to school regulations.

Policy 415

Duties of the School Social Worker**Policy Statement:**

This policy emphasizes the importance of the School Social Worker's role and identifies core responsibilities associated with this role as identified by ADEC and Alberta Education, and by research in the field of School Counselling and Social Work.

Professional Responsibilities:

In addition to the professional responsibilities held by all non-teaching staff within the school, the School Social Worker is responsible to promote the successful participation and inclusion of students who exhibit emotional, behavioural, and psychological barriers to learning. Additionally, the School Social Worker will be a member of the *School Learning Support Team* and will work to assist in finding pathways for success for all students including students-at-risk, ESL, Gifted and Talented, and students with identified psychological, social, and emotional barriers to learning.

The following professional responsibilities are to be carried out in a collaborative manner as informed by her professional knowledge and good judgement.

The School Social Worker is responsible to the school principal and will work collaboratively with the school vice-principal, coordinators, and teaching staff to ensure success for all students.

Roles:

The School Social Worker will:

A. Work to impact the educational progress of students:

1. Work collaboratively to ensure that students with psychological, behavioural and emotional barriers to learning are identified, targeted, and monitored appropriately to their individual needs.
2. Monitor the attendance and punctuality of all students and work with families to address low attendance issues.
3. Participate as a member of the *School Learning Support Team* to ensure that gifted and talented students are identified, targeted, and monitored appropriately for their educational needs.

4. Monitor and review student progress in her case profile against targets and ensure that plans are in place to address areas of need.
5. Safeguard the emotional and psychological wellbeing of identified children within the school and of all children in care.
6. Contribute to the school's ongoing self-evaluation process by taking part in the evaluating of programs and activities, reviewing of targets, and planning for improvements.
7. Contribute to the school's development and implementation of recognition and awards programs, and support the school's implementation of sound behavior management policies and practices.
8. Support the development of inclusive extra-curricular activities throughout the school.

B. Enhance and Support the Development of the Work of Others:

1. The school social worker will provide effective role modeling through her practice and interactions with students, parents, and all staff.
2. Support teacher management of her case students through class observations as needed and by offering appropriate strategies.
3. Identify key professional development needs of teaching staff and deliver professional development training regarding the inclusion of those with emotional psychological, and behavioural barriers to learning.
4. Promote an ethos of teamwork and a culture of sharing,
5. Work collaboratively with the SENCO to promote an ethos and culture of inclusion, and of continuously striving to meet the expectations of the *"Every Child Matters Agenda"*

C. Other Specific Professional Responsibilities include:

1. The school social worker will interview and transition all children in care, and those with psychological, behavioural, and emotional difficulties upon admission.

2. Liaison with external support agencies and implement the recommendations of specialists in the field of mental health care for cases that have presented and been identified.
3. Take part in the leading, preparing, and organizing of cultural events, and the Islamic and National events that contribute to the consolidation of relationship between the school and the local community and its institutions.
4. Assist in the coordination of field trips both nationally and abroad.
5. Implement seminars, lectures, and workshops aimed at student, teacher, and parent awareness of psychological and behavioural issues and care techniques.
6. Liaison and collaborate with peers in other schools to share, develop, and disseminate good practices.
7. Work collaboratively with offsite providers to place students by working with and through the KS4 Pastoral team to ensure that students who need alternative arrangements are cared for.
8. Lead the transition team tasked with ensuring that students are properly cared for upon their return to school from an off-site placement.
9. Protect all students by working with the principal and vice principal and external agencies to ensure the appropriate implementation of *Policy 304 Child Protection*, and lead in the implementation of this policy and its procedures.
10. Participate in all pastoral meetings, parent/teacher meetings as requested, and monthly parent council meetings.

Legal Reference:

ADEC Private School Policy and Guidance Manual *Policy 53: Counselling Services Corresponding* to Article (58) of the Organizing Regulations.

Alberta Education Comprehensive School Guidance and Counselling Programs and Services Manual, 1997.

Alberta Education Policy 1.6.3 School Guidance and Counselling Programs.

Policy 415 Appendix A

School Social Worker Referral Form

Student name: _____

Grade: _____

Referral Date: _____

Staff: _____

Reasons for Referral (Check all that apply):

- | | |
|---|---|
| - Hygiene | - Poor achievement / attendance |
| - Depression | - Anxiety |
| - Sexual Inappropriateness | - Verbal Inappropriateness / Swearing |
| - Lack of Respect / Bullies/Intimidates | - Verbal Aggression |
| - Physical Aggression | - Family Issues |
| - Self – Harm / suicidal | - Poor Peer Relations/ Poor Social Skills |

Others / Comments:

Actions Taken (For Teacher):

Action Taken (For School Social worker):

Policy 502

School Fees

Policy Statement:

The school's fees schedule A as attached reflects the school's inclusive philosophy of providing all students with quality educational opportunities. The fees are consistent with the quality of education provided and with all associated costs. They reflect the current private education market context and are differentiated in accordance with particular learning needs as identified upon intake. The fee schedule is consistent with costs associated with basic education, special education, ESL, and resource acquisition.

Procedures:

- A. Each year in February, the principal of the school in consultation with school's finance will review the fee schedule and present recommended changes to the school council for input.
- B. Any recommended changes will be presented to the superintendent of the school who will review changes with the Board of Directors for approval by the end of February of each school year.
- C. Fees will be shared with parents and prospective registrants once they have been vetted through the ADEC school's fees approval process.
- D. Upon confirmation of enrolled of new students, a registration fee of 5% of the school tuition fee as per Schedule A will be collected and will be applied as credit to the tuition requirement for the student.

- E. Tuition fees will be collected in three equal installments in August, December, and April of each school year. Any deviation in accommodation of special circumstances from this payment schedule will require prior approval by the school's principal.
- F. Should a student fail to attend school without proper advance notification prior to the beginning of the term, the school will retain the registration fee for that student.
- G. Should a student withdraw from school after attending between one and three weeks of school in the term (including official holidays and absences) one month of tuition fees will be retained.
- H. Should a student withdraw from school after attending between three weeks and six weeks of school in the term (including official holidays and absences) two months of tuition fees will be retained.
- I. Should a student withdraw after six weeks of attendance in any term (including official holidays and absences), the school will retain the full term's worth of tuition fees.
- J. Nonpayment of school fees will be addressed by the school's principal and may result in three warning letters spaced a week apart to parents/guardians; the withholding of transfer certificates, (or a blocked transfer on eSIS) and/or refusal to re-register the student in school until such time as all tuition fees are collected.

Legal References:

ADEC Private School Policy and Guidance Manual *Policy 39: Tuition, Other Fees* and School Income Corresponding to Article (44) of the Organizing Regulations.

Policy 503

Purchasing**Policy Statement:**

This policy emphasizes the importance of establishing and following acceptable accounting procedures in order to regulate and control school expenditures. The policy ensures that there is minimal opportunity for unaccountable cash flow.

Procedures:**A. Petty Cash:**

1. The school director will establish an imprest (petty cash) fund not to exceed 10 000 AED to be maintained in cash and/or in a school bank account.
2. These funds may be used to make small (not to exceed 1 000 AED), emergent purchases that contribute to the efficient operations of the school.
3. All purchases and claims must be receipted and will be made using the school's *Petty Cash Requisition* form with receipts attached.
4. All petty cash purchases related to school business, buildings and transportation operations are to be reviewed and approved by the school director.
5. All petty cash purchases related to the school's instructional programs will be reviewed and approved by the principal.
6. Prior to replenishing the imprest fund, the school will reconcile all purchases and submit a summary document with supporting documentation to the school ownership's accounting department for auditing. The chairperson's approval to replenish the account is required.

B. Purchasing of Items up to 15 000 AED:

1. All purchases in excess of 1 000 AED but less than 15 000 AED shall receive the prior approval of the school director and shall have approval in principle through the annual budget approved by the chairperson of the school ownership committee.

2. All such purchases are to be made following a proper vetting process that includes the attainment of three bids, of which in general the lowest bid will be accepted, unless approved otherwise by the chairperson of the school ownership committee.
3. All purchases are to be accompanied by a school *Purchase Order Form* with official receipts attached.
4. Such purchases will be inventoried by item, number, and cost per item, and will have the director's signature as per Appendix 503B.
5. The purchasing inventory will be reviewed monthly by the chairperson of the school ownership committee and approved.

C. Purchasing of Items in excess of 15 000 AED.

1. All items in excess of 15 000 AED require the prior approval of the Chairperson's Business Management and Accounting Department.
2. Such purchases shall be within the annual budget unless an unforeseen, but necessary repair or maintenance has to be undertaken and shall be submitted on a *Request For Management Decision* form (RFMD) with invoices and quotations attached. If a decision to go with a more expensive quotation is requested then considerations should be provided.
3. Purchases will be contracted out through a bidding process as approved by the management department.

D. Purchasing of Items in Excess of 25 000 AED.

1. Purchases over 25 000 AED for Capital or other items are to be placed using the above mentioned bidding process and submitted in ample time for the Chairperson's prior approval.
2. Such requests for purchasing are to be made using an RFMD that is approved by the school Director and accompanied by appropriate invoices and three quotations as per the school bidding process.

Policy 505
School Bus Transportation

Policy Statement:

Maplewood International School, through Contracted services with an approved school bus operator, will upon request by parents provide transportation to registered students.

Ride Times:

Upon registration, it will be determined if the student falls within a 75-minute transportation zone. If the student's place of residence exceeds this transportation zone, then prior to the student's actual school's registration parents will be required to sign a waiver agreeing to exceed this 75-minute transportation regulation.

Bus Stop Locations:

The school bus's operator through the transportation coordinator will ensure that all pick up and drop off locations are as per ADEC's regulations. These will be located in front of student residences whenever feasible, but not more than 200 meters from the student's residence and at a location where traffic does not exceed 40 km/hr. and where the bus may safely stop without causing traffic problems.

Parent's Responsibilities:

The parent/guardian is responsible to ensure that each day their child is ready for pick up at the appointed time and waiting at their designated pick up location. Buses wait a maximum of three minutes, however, if a student is chronically late, the student will be denied transportation services.

A parent/guardian or designated supervisor known to the student and assigned by the parent as previously communicated to the bus monitor, must receive KG and Cycle 1 students during drop off. Failure to be available at the bus stop within three minutes of the designated time will result in the student being transported back to school where they will wait under adult supervision until their parent arrives at the school to pick them up. If a parent is chronically late, bus transportation services will be denied.

School Bus Monitors (Escorts):

Each school bus will have a designated female bus monitor who will ensure that:

- She can identify every student on the bus passenger manifesto that the bus coordinator provides her with at the beginning of each school year and as it is updated throughout the year;
- Daily pick up and drop off attendance is taken and recorded, and filed with the vice-principal weekly;
- Every student is assigned a seat with young children near the front of the bus, older children near the back, and males and females older than 12 years of age seated separately;
- Order and quite is maintained on the bus at all times in accordance with the school rules and ADEC regulations regarding student behavior on school buses;
- Every parent is informed as to the pick-up times and drop-off times for their child, and that they are called within five minutes of the buses arrival for both pick up and drop off;
- All KG and Cycle 1 students are accompanied by a parent/guardian or designated supervisor for drop off;
- Behavioral concerns and issues are dealt with in accordance with the school's behavioral procedures as provided and reviewed at the beginning of each school year;

- Every child who is picked up in the morning, who shows up for school during the day, or who is picked up early by parents is accounted for (as per communications with school's reception to be undertaken not less than 20 minutes prior to the end of the school day, each school day);
- She is ready and standing with bus identification cards at the bus door to greet students and record them on the passenger manifesto during bus loading times (at noon for KG 1 and 2 and after school for grades 1-12);
- She double checks with the bus driver that all students are loaded; and prior to departure, confirm with security and the teacher supervisor that all students are accounted for in accordance with this policy;
- After unloading at school in the morning, and after final drop off each day, a final bus walkthrough is completed to verify that every student is accounted for; and,
- Students are given their ID card as they enter the bus in the morning, and that these cards are collect at the end of the day as students exit the bus.

School Bus's Operator:

All school bus operators contracted by Maplewood International School bear sole responsibility to ensure that they:

- Operate school buses newer than ten years or as otherwise approved by the Department;
- Maintain all buses as per the School Transportation Regulations and the required specifications checklists both general and specific as attached;
- Appoint drivers with the appropriate school bus driver permit issued by the Department, and ensure that they are supervised as per all regulations for safe operations of school buses; and,
- Appoint a transportation coordinator who will oversee, supervise, and manage all bus operations, and liaise with the vice-principal to ensure student safety at all times.

- Appoint a transportation coordinator who will oversee, supervise, and manage all bus operations, and liaise with the vice-principal to ensure student safety at all times.

Transportation Coordinator:

The transportation coordinator is responsible to:

- Oversee, supervise all bus operations to ensure that the contractor is managing them in an efficient, fair, and safe manner as per all *Abu Dhabi Emirate School Transportation Regulations*;
- Arrange all pick up and drop offs as per this policy and as stated within the regulations;
- Ensure that every student on the bus has an assigned seat available and that seatbelts are used at all times;
- Check with the contractor to ensure that all drivers receive appropriate levels of school transportation training as approved by the Department;
- Maintain records of all accidents and complaints regarding the school's transport service;
- Provide drivers with full details of each trip, including the names of students on the bus to ensure that buses are empty at the end of each trip;
- Appoint and supervise bus's monitors, one for each bus, to ensure that their practices are in keeping with the requirements of this policy and all regulations;
- Ensure that buses are loaded in a safe and orderly fashion with drivers remaining in their seats checking over the passenger manifesto as students enter, and with assigned bus monitors standing at the door of their bus clearly displaying their bus number on a visible card, at which time they too will check each student's attendance on the bus manifesto as they enter the bus to ensure that all students are safely loaded for departure and accounted for;

- Ensure drivers and monitors are presentable and are provided with uniforms while on duty;
- Ensure that all monitors and drivers on safety procedures and student evacuation from buses. Evacuation of buses is to be practiced twice annually, recorded, and filed for inspection upon request.
- Review expectations for polite and respectful communications at all times with students and parents. Drivers are not to communicate with anyone while operating the bus. Parental communications are to take place with the bus monitor or with the transportation coordinator, and drivers are to be kept free of distraction at all times;
- As necessary provide special needs students with necessary equipment that allows them safe access to transportation services;
- Immediately, or as soon as possible thereafter, report any accidents, mishaps, or transportation errors to the school bus operator, and then the vice-principal and principal who will assess the situation and depending upon the seriousness of such determine a course of action; and,
- Ensure that all buses are appropriately equipped with surveillance and communications equipment including cell phones for monitors, GPS capable devices, and fully operating CCV devices.

At the beginning of each school year and prior to any alterations being made on school bus's routes, which includes routing and passenger manifestos, the transportation coordinator will:

- Review with the principal all routes, student's assignments, driver, and bus monitor appointments;
- Review all changes prior to their implementation and work with the vice-principal to implement any and all changes to routing, ride times, and passenger manifestos; and
- Provide the vice-principal with a passenger manifesto for each bus prior to the school year and prior to the actual implementation of any changes to these documents.

Vice-Principal:

The vice-principal will:

- Receive, review, and follow up on all incident reports and behavioral reports;
- Assist in developing report formats and records for bus monitors and in their training;
- Along with the school's social worker, support bus monitors with school bus's discipline as per school policy statements and procedures regulating behavior on buses;
- Provide homeroom teachers with classroom bus assignments for each student so that students can be taught their bus routes and brought to the bus departure gates in an orderly and organized manner that facilitates the safe loading of students to ensure that each student is on their correct buses; and,
- Organize the provision of identification tags that include students' names, pictures, bus route numbers, and parents' contacts info.

Legal Reference:

ADEC Private School Policy and Guidance Manual *Policy 73: Ownership of Means of Transportation* Corresponding to Article (78) of the Organizing Regulations.

ADEC Private School Policy and Guidance Manual *Policy 74: The Condition of the Means of Transportation* Corresponding to Article (79) of the Organizing Regulations.

ADEC Private School Policy and Guidance Manual *Policy 75: Drivers* Corresponding to Article (80) of the Organizing Regulations.

ADEC Private School Policy and Guidance Manual *Policy 76: Bus Supervisors* Corresponding to Article (81) of the Organizing Regulations.

Policy 505 Appendix A

September

Bus Notice for Parents and Students

Dear Parents:

Due to concerns about safety of the children travelling on buses, I wish to review the behavior expectations for all children riding Maplewood International School (ADGS) contracted buses. Please find attached to this notice the policy we use for maintaining good order and safety on our buses. If we all cooperate with the expectations for riding school buses, our services should be safe and efficient, which is our hope.

Due to the need for student safety on school buses, please note that **we will exclude students from the bus service** if after reasonable intervention their behavior is not up to the required standard.

Procedure for discipline on school buses:

1. Rules will be reviewed with students at the beginning of the school year.
2. The bus monitor will give one verbal warning for a 1st misbehavior.
3. A first written warning will be communicated to parents, signed, and returned to the School's vice-principal before student is allowed to ride the bus.
4. A second written warning will be communicated to parents, signed and returned to the principal before the student is allowed to ride the bus.
5. The student will be excluded from riding the bus should he/she or his/her family remain in noncompliance of these bus rules.
6. The bus's monitor may allocate a seat on the bus that students must sit in. The monitor will take into consideration age, behavior, and any other relevant factors.

We thank each of our families in advance for your help and cooperation in ensuring that our students are safe and well behaved on our buses.

Regards,

Dr. Wes Neumeier

Principal

Policy 505 Appendix B

1st Formal Warning

Date:/...../.....

Child's Name:

Bus Number:

Your child is not following behavior expectations on the bus. Your child has been warned of the consequences of any continuation of this behavior.

.....

.....

.....

.....

.....

.....

.....

Any continuation of behaviors not in line with our behavior expectations will result in a level 2 warning.

Regards,

Ms. Ilham Awad

Social Worker

Policy 505 Appendix C

2nd Formal Warning

Date:/...../.....

Child's Name:

Bus Number:

Following your child's previous verbal warning and 1st formal warning letter regarding inappropriate behavior on the school bus, we are hereby issuing a 2nd formal warning for the following reason:

.....

.....

.....

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.....

.....

Any continuation of these behaviors can result in being excluded from using the bus.

Regards,

Dr. Wes Neumeier
Principal

Policy 505 Appendix D

Letter of Exclusion from School Bus Service

Dear _____:

I am writing to inform you that as per the warning letters you received dated _____ and _____, your child _____ is excluded from riding the school bus effective immediately.

If you wish to talk to me regarding this exclusion of your child from the school bus, you may make arrangements to come to school and meet with me.

Regards,

Dr. Wes Neumeier
Principal

Policy 505 Appendix E

Bus's Monitor's Incident Report

Student's name:	Bus Assistant's Name:
Grade :	Bus No.:
Date:	Am/PM journey:

Report:

Bus Driver's Signature
Signature

Bus Assistant's

Policy 505 Appendix F

Transportation Form

Student's Name: 1.) _____ Grade: _____

2.) _____ Grade: _____

3.) _____ Grade: _____

4.) _____ Grade: _____

Contact Number:

Home: _____ Mobile (1): _____

Mobile (2) _____ Office: _____

Full location:

Building/Villa No. _____ Floor No. _____ Flat No. _____

Transportation required:

Two ways ☐ One way ☐ 1) morning ☐ 2) noon ☐

The period you want the school transportation from _____ full year _____ up to _____

The person who will collect my son/daughter is _____

If the person is not waiting the bus arrives, the driver will return the student to the school.

Note: if you decide to stop the school transport please inform the school secretary and not the bus driver or the conductor.

Parent's Name: _____ Signature _____ Date _____

Policy 506

No Smoking Policy

Policy Statement:

Maplewood International School seeks to protect the health and welfare of all within our community as a key priority. We are strong supporters of the adage 'healthy body, healthy minds.'

MWIS acknowledges that smoking and breathing other people's tobacco smoke is a health hazard. Therefore we adopt a 'zero tolerance' approach to smoking on school premises and at school events

It is important to us, that our policy and approach to smoking should reflect changing social attitudes.

Purpose:

To protect the health and general well-being of our students and staff as:

- Smoking is the single most preventable cause of premature death and ill health in our society.
- Passive smoking – breathing other people's tobacco smoke – is also potentially fatal. It has been shown to cause lung cancer, as well as many other illnesses, in non-smokers. Children are particularly vulnerable to the effects of second hand smoke.
- Breathing in second hand smoke is a health and safety issue for all adults who work at the school.
- Everyone has the right to breathe clean air.
- Schools have a major role to play in working towards non-smoking being seen as the norm in society.
- Children need to receive consistent messages and require non-smoking role models within the school.

Procedures:

1. There is a zero tolerance towards smoking being permitted at any school function or anywhere on the school premises.
 - a. This includes:
 - i. All school buildings
 - ii. All school grounds (including the school playing fields)
 - iii. All off-site school's related activities
 - iv. All educational and other visits
 - v. All venue hires by outside personnel/agencies
2. The policy applies to EVERYONE directly involved with the school community in any way, including:
 - a. Employees.
 - b. Students.

- c. Voluntary helpers.
 - d. Visitors.
 - e. Outside contractors working on-site.
 - f. Anyone associated with hiring the school's grounds & buildings.
3. As a school, we believe that everyone associated directly with us has a responsibility to be actively involved in the implementation of our No-smoking Policy, and to assist us in taking all necessary and appropriate steps to ensure it is fully adhered to.
4. **Disciplinary Procedures:**
- a. The school will follow consistent procedures to deter and re-educate students who smoke on the school's site or to and from school.
 - b. The school will aim to inform parents of its disapproval of smoking and will ensure that prospective parents are aware of the sanctions likely to be enforced by placing this policy on the school's website and notify parents of its placement.
 - c. The following procedures will be followed if a student disregards the No Smoking Policy:
 - i. The cigarettes will be confiscated.
 - ii. Smoking is a Level 2 Misbehaviour and therefore in line with the school behaviour plan MUST...
 - 1. be recorded on the School Management System.
 - 2. Ensure that parents are notified/involved
 - 3. the student completes an Individual Behaviour Action Plan (IBAP)
 - 4. *as means of expressing their remorse they could consider researching and conducting a 10 minute presentation to students on the health risks posed by smoking.*
 - iii. The student and parent are warned that the next occurrence will be treated as a 'Level 3 Misbehaviour' and therefore expose the student to the risk of suspension and/or possible exclusion.
 - d. The following procedures will be followed if an employee disregards the No Smoking Policy:
 - i. **First incidence--A verbal warning will be issued and recorded**
 - ii. **Second incidence--A formal written warning will be provided to and signed by the offending staff member. As a further consequence they will be provided with an opportunity to express their remorse by making a AED500 donation towards the school purchasing PE/Health related teaching and learning resources.**
 - iii. **Third incidence--The continuation and/or renewal of the staff member's employment contract will be brought into question.**
 - e. The following procedures will be followed for offending 'Other' personnel. (i.e. parents, venue hire participants, visitors)
 - i. **First incidence--A verbal warning will be issued and recorded.**
 - ii. **Second incidence--They will be asked to leave the premises and or event out of respect for this important policy.**

Policy 507

School Cleaning And Maintenance

Policy Statement:

This policy is designed to manage the cleaning and maintenance of the Maplewood International School. This policy should be used in conjunction with other health and safety policies to ensure that students and staff have a clean, orderly, and safe learning environment that enables the intended learning and social activities while safeguarding both staff and students' health and wellbeing.

Procedures:

1. The business administrator together with the school principal has overall responsibility for the implementation of the school's cleaning and maintenance policy.
2. The building supervisor under the direction of the business administrator is responsible to receive and handle all complaints regarding the implementation of this policy.
3. The building supervisor is responsible for overseeing the day-to-day cleaning of the school and for organizing and supervising a deep cleaning bi-annually in accordance with *Appendix A: School Cleaning Schedule* and *Appendix B: School Deep Cleaning Schedule*.
4. The site manager under the direction of the business administrator manages the cleaning and maintenance staff. The site manager will report all concerns related to school cleaning, maintenance needs, and staff management to the business administrator who will provide direction.
5. The site manager will ensure that all cleaning, maintenance, and safety equipment is provided as required, and that these are kept in good working condition.
6. The site manager is responsible to ensure that all cleaning chemicals are as per those approved for school cleaning, and that they are used in accordance with approved specifications.

7. All school cleaning procedures and practices are to be reviewed regularly and undertaken as per school policy, and UAE and ADEC policies and regulations.
 - a. The business administrator and the building supervisor will ensure that school cleaning and risk-assessment meetings with cleaning and maintenance staff are conducted monthly to review procedures and practices; safety; compliance with the proper use of disinfectants, cleaning chemicals and solutions; cleaning schedules; and satisfaction levels with the level and quality of cleaning provided.
 - b. If instructions on cleaning chemicals recommend that protective gear be worn, then these must be adhered to at all times.
 - c. Products must be diluted as specified by the manufacturer or in policy, water is to be changed often, and surfaces rinse wiped.
 - d. Cleaning products are not to be mixed unless otherwise specified by the manufacturer.
 - e. Bodily fluids, blood, and vomit must be cleaned as soon as possible after they are discovered to prevent the spread of communicable diseases.
 - f. To avoid cross contamination, different cleaning clothes are to be used for different areas.
 - g. Water is to be changed frequently during the cleaning process to ensure that proper disinfectant and cleaning occurs.
 - h. Use of ladders and other equipment must be in accordance with safety standards.
 - i. The use of all chemicals and cleaning supplies is to be in compliance with ADEC and UAE guidelines and policies, and as per the manufacturer's specifications.
8. All outside contractors involved in maintenance and cleaning are required to be properly licensed and approved contractors, carry liability insurances, and provide proper training for their staff.

Policy 507 Appendix A

School cleaning schedule

Location	Description	Frequency	Action
Entrances, hallways and corridors	These areas are generally the first areas seen by anybody visiting Maple Wood School including pupils and Staff members. They offer a first impression of Maple Wood School	Daily	<ul style="list-style-type: none"> • Sweep. • Vacuum. . • Mop. • Clean entrance door glass and entrance hatch
		Weekly	<ul style="list-style-type: none"> • Dust tops of lockers/cabinets. • Clean glass partitions, display cases and interior door glass. • Spot-clean finger marks from surfaces including seating. • Dust furniture. • Polish floors in non-carpeted areas. • Wipe down protective surfacing
		Monthly	<ul style="list-style-type: none"> • Dust vents, lights, pipes, window blinds and door frames. • High dusting of areas above 5 feet.
Classrooms; group rooms	In addition to cleaning and sanitising, it is the cleaner's responsibility to check for light bulbs that no longer work on a daily basis.	Daily	<ul style="list-style-type: none"> • Empty bins. • Clean white boards and/or chalkboards. • Vacuum all areas. • Spot cleaning soiled areas of carpet. • Dry mop tiled floors. • Wet mop tiled floors. • Clean glass in doors and partitions. • Wipe down sink areas and surrounds with disinfectant wipe/solution. • Wipe door handles with disinfectant wipe/solution. • Wipe down white oods and microwave.
		Weekly	<ul style="list-style-type: none"> • Dust furniture surfaces. • Damp clean desk and table tops. • Damp clean chairs. • Clean door surfaces
		Fortnightly	<ul style="list-style-type: none"> • Clean vinyl floors with floor cleaning machine.
		Monthly	<ul style="list-style-type: none"> • Dust vents, lights, pipes, window blinds, door frames.
			<ul style="list-style-type: none"> • High dusting of areas above 5 feet. • Vacuum upholstered furniture.

Location	Description	Frequency	Action
Offices, library, training room and resources centre	In addition to cleaning and sanitising, it is the cleaner's responsibility to check for light bulbs that no longer work on a daily basis.	Daily	<ul style="list-style-type: none"> • Empty bins • Clean whiteboards and/or chalkboards. • Vacuum all areas. • Spot cleaning soiled areas of carpet. • Dry mop vinyl floors. • Wet mop vinyl floors. • Clean glass in doors; partitions and lifts.
		Weekly	<ul style="list-style-type: none"> • Dust furniture surfaces and window sills. • Damp clean desk and table tops. • Vacuum all carpeted areas. • Clean door surfaces.
		Monthly	<ul style="list-style-type: none"> • Dust vents, lights, pipes, window blinds and door frames. • High dusting of areas above 5 feet.
Lavatories, showers and changing rooms	These are high traffic areas as well as susceptible to bacteria and germs and require regular disinfecting.	Daily: Every two hours	<ul style="list-style-type: none"> • Empty bins. • Thoroughly clean and disinfect toilets and urinals. • Thoroughly clean and disinfect shower rooms and changing rooms. • Restock dispensers. • Clean mirrors. • Clean sinks. • Polish stainless steel and chrome surfaces. • Spot wash walls, lockers and partitions. • Dry mop floors. • Wet mop floors with disinfectant • Wipe door handles with disinfectant wipe/solution
		Weekly	<ul style="list-style-type: none"> • Damp clean and wipe cubicle partitions thoroughly. • Dust walls and ceiling vents. • Clean doors and wall tiles. • Check drains and clean if necessary
		Twice monthly	<ul style="list-style-type: none"> • Descate fixtures. • Scrub floor.
Food preparation, staffroom and lunch areas	These are high traffic areas where food is eaten and as such require regular disinfecting.	Daily	<ul style="list-style-type: none"> • Disinfect table tops. • Empty bins. • Dry mop floors. • Wet mop floors. • Vacuum carpets and mats. • Disinfect drinking fountains.

Location	Description	Frequency	Action
Art/DT room	These areas contain machinery and equipment and safety precautions should be taken when cleaning.		<ul style="list-style-type: none"> • Clean sinks • Wipe down surfaces with disinfectant wipes/solution • Wipe door handles with disinfectant wipe/solution
		Weekly	<ul style="list-style-type: none"> • Clean glass partitions, display cases and interior door glass. • Spot clean walls. • Dust furniture and fire extinguishers. • Wash vinyl floors with floor cleaning machine
		Fortnightly	<ul style="list-style-type: none"> • Dust vents, lights, pipes, window blinds and door frames. • High dusting of areas above 5 feet.
		Monthly	<ul style="list-style-type: none"> • Thoroughly clean furniture.
		Daily	<ul style="list-style-type: none"> • Empty bins. • Dry mop or sweep floors. • Wet mop areas that require it.
		Weekly	<ul style="list-style-type: none"> • Clean glass partitions, display cases and interior door glass. • Spot clean walls. • Dust furniture and fire extinguishers. • Wash vinyl floors with floor cleaning machine • Dust window sills and ledges
		Fortnightly	<ul style="list-style-type: none"> • Dust vents, lights, pipes, window blinds and door frames. • High dusting of areas above 5 feet.
		Monthly	<ul style="list-style-type: none"> • Polish cupboards
		Daily	<ul style="list-style-type: none"> • Empty bins. • Dry mop and spot clean floors using recommended solution. • Clean glass in doors and partitions. • Vacuum high traffic carpeted areas. • Dust furniture. • Dry mop and wet mop tiled floors. • Spot clean walls and remove any marks
		Weekly	<ul style="list-style-type: none"> • Clean floors with floor cleaning machine. • Clean door surfaces. • Vacuum upholstered furniture. • Clean and polish brass or chrome. • Remove scuff marks from floors.
		Monthly	<ul style="list-style-type: none"> • Dust vents, lights, pipes, window blinds and door frames. • High dusting of areas above 5 feet.
Gym, hail and sports hall	In addition to cleaning and sanitising, it is the cleaner's responsibility to check for light bulbs that no longer work on a daily basis.		

Policy 508

Maplewood International School Canteen Policy

Purpose

The purpose of this policy is to ensure that the school canteen at Maplewood International School complies with School Canteen Standards set forth by the Abu Dhabi Food Control authority (ABFCA), the Abu Dhabi Education Council (ADEC), and the Health Authority Abu Dhabi (HAAD).

Maplewood International School will provide students with healthy food choices through:

- (i) the promotion and development of healthy eating habits,
- (ii) and our school canteen that maintains high standards of food safety and hygiene,

The Abu Dhabi Food Control Authority (ADFCA) and the Health Authority – Abu Dhabi (HAAD) and the Abu Dhabi Education Council (ADEC) are the regulating authorities in setting the standards for food hygiene, safety, and nutrition.

Maplewood School Responsibilities

In addition to the standards found in the document "School Canteen Guidelines of the Emirates of Abu Dhabi," and ADEC Policy 4220: School Canteens and Healthy Eating, Maplewood International School will follow these nutritional guidelines.

- (i) Ensure that any contracted school canteen vendor is properly licensed in Abu Dhabi and have the necessary permits as required by ADFCA.
- (ii) Ensure the provision of miscellaneous (variable) food each day, in an integrated meal containing all the food groups (protein, carbohydrates, vegetables, fruit and meat) at similar rates to those mentioned in the meal examples set forth in the School Canteen Guidelines of the Emirates of Abu Dhabi.
- (iii) Encourage fatty fish consumption.
- (iv) Provide drinking water constantly and encourage the students to keep on hydrating by drinking water during the day.
- (v) Motivate the students to consume food according to their age specific required calories needed during the school day.
- (vi) Remove food with low nutritional value.
- (vii) Ensure that the management of the school cafeteria will provide appropriate support to students with food allergies and food intolerances.
- (viii) Develop a school policy for health, wellness and nutrition.

Reference:

- (i) School Canteen Guidelines of the Emirates of Abu Dhabi (2012-2013)
- (ii) ADEC Policy #4220: School Canteens and Healthy Eating

Policy 509

Maplewood Swimming Program and Safety Guidelines

With Abu Dhabi being surrounded by water, Maplewood International School recognizes how important it is for all our students to be confident and competent swimmers. Therefore swimming is a valued part of the physical education program at Maplewood International School. The school community benefits from having an on-site swimming pool, which the students can access as part of their regular weekly timetable. All students participate in swimming lessons throughout the school year. Instruction for students up to Grade 5 is co-educational, but students from Grade 5 upward are segregated for swimming instruction. The instructional time for swimming is of 80 minutes per week.

Pupils are initially taught to be safe in the water and to develop a love of swimming. Pupils work in small ability groups to practice and develop the four main strokes. The lessons are designed to be enjoyable but at the same time are differentiated to meet the needs of each individual swimmer. This ensures that children are being challenged as appropriate to their individual needs.

Pool Safety Guidelines

General Guidelines:

Maplewood International School will incorporate all health and safety guidelines for school swimming pools as mandated by the Abu Dhabi Education Council. These guidelines will ensure that the filtration system, the re-circulation of the pool water, and the disinfection of the pool water ensures a high level of hygiene and water quality. In developing comprehensive safety guidelines the following questions will be addressed:

1. Does the school maintain a record for periodically testing the swimming pool water quality?
2. Does the pool have a maintenance contractor that manages a periodical water quality test schedule?
3. Does the notice board display the water-test results and life guard certificates?
4. Are the depth identification signs posted?
5. Does the swimming pool have changing rooms and shower rooms?
6. Is the deck area around the pool a non-slip surface?

7. Does the swimming pool have a licensed lifeguard and rescue equipment for emergencies?
8. Are the pool chemicals stored according to MSDS standards?

Safety Equipment and Life Guards

1. Maplewood International School will ensure that there are an adequate number of qualified/certified swimming instructors and lifeguards available during swimming instruction (ratio of 12 to 1).
2. Life guards and swimming instructors will be trained in cardio-pulmonary resuscitation and techniques for life saving.
3. Resuscitation equipment using ordinary air shall be provided at the swimming pool. Any person using the resuscitation equipment shall be trained and qualified for its use.
4. A first aid box with appropriate and adequate supplies/equipment shall be available at the swimming pool.
5. Safety precautions against the potential impact of chlorine shall be taken.
6. A contractor will be responsible for carrying out the regular maintenance and cleaning of the swimming pool, including the filtration & disinfectant system. This will include daily monitoring of water quality and taking samples for checking the chlorine levels, PH levels, and water temperature. These readings will be posted for public display, and registered in a logbook. Every two months water samples should be taken to measure calcium levels, alkalinity, and cyanuric acid levels. These readings will also be entered into the logbook.

These readings should be in compliance with the standards below:

Test	Permitted Range
Free Chlorine	1 - 2 mg/liter
Bromine	2 – 4 mg/liter
PH	7.4 – 7.6
Total Alkalinity	70-100 PPM
Calcium Hardness	100 – 500 PPM
Saturation Index	-0.5 to 0.5
Cyanuric Acid	20 – 60 mg/liter

7. The swimming pool water will also be tested every two months for microbiological parameters.

The maximum allowable limits are shown in the table below:

Parameters	Permitted Range
Total Coliforms	0 MPN/100 ml
Fecal Coliforms	0 MPN/100 ml
Heterotrophic Plate Count	1,000 CFU/100 ml
Ps. Aeruginosa	0 CFU/100 ml
Fecal Streptococci	0 CFU/100 ml

8. The pool deck shall not be used for any purpose other than what it is meant for.
9. Swimming pool deck area should be kept clear of any obstacles or objects that may impact upon the swimmer or could be harmful to them such as water fountains or any equipment with sharp edges.
10. Any swimming pool signage should be easy to be read by the swimming pool user and be located in a clear, unobstructed area very close to the swimming pool, and be written both in Arabic and English.
11. There will be no changes to the swimming pool design unless approved by the Abu Dhabi Education Council.
12. Swimming pool deck flooring should be light in color and easy to clean.
13. The swimming pool will be free of any algae as algae is an indicator of unsanitary conditions.
14. The swimming pool water will be clear, as poor water clarity is a condition that indicates unsanitary conditions, filter/pump not working properly, or improper PH levels.
15. The swimming pool will be vacuumed on a regular basis. The pool will also be free from floating debris, sediments, and/or any undesirable material.
16. The retention time for swimming pool water should not exceed 4 hours: the time taken for a volume of water equivalent to the entire pool volume to pass through the filtration and circulation system once.
17. All swimming pool accessories shall be made from non-corrosive material.

Functional Equipment

1. Step ladders will be provided if depths exceed 1.6 meters.
2. At least one ladder shall be provided for 30 meters of pool perimeter.
3. The pool ladders shall be made of non-corrosive material and have non-slip treads. The pool ladders shall be installed to have a clearance of 90 mm from the pool wall surface.
4. Side handrails extending above and returning to the horizontal surface of the pool deck shall be provided at each side of each ladder.
5. Signs will be posted in the student change rooms reminding swimmers to shower off before entering the pool.
6. Since the pool is designed for use at night, the pool will be illuminated to ensure that all areas of the pool bottom can be seen without creating any reflections or glares.
7. The depth of the water shall be plainly marked on the edge of the pool deck, and/or the wall at maximum points of depth, or at points where there is a change in the slope of the pool.
8. The deck should have a surface that is non-slip, and should be sloped away from the pool to ensure that water cannot enter and contaminate the pool.
9. Sufficient deck drains will be installed to prevent the accumulation of puddles.

Pool Filtration Systems

1. An outlet drain will be installed at the base of the pool to ensure drainage/filtration of accumulated dirt. It will also assist in the drainage of the pool for maintenance purposes.
2. The pool surface will be skimmed on a daily basis to remove any floating debris.
3. Hair and lint strainers will be cleaned on a daily basis to make efficient operation of the water re-circulation/filtration system.
4. After repeated re-circulation of swimming pool water through the filtration system, it becomes filled up with dirt/debris resulting in resistance to flow. Therefore the filtration system requires a backwash operation. A complete schematic of the filtration system showing different positions of valves, gauges, outlet pipes of filter, and chemical tanks shall be available.

Disinfecting Equipment

1. The pool will be equipped with suitable equipment capable of feeding disinfectants, coagulants, and chemicals. Chlorine/Bromine tablets, due to their high acidity levels, will not be placed in a skimmer.