

Al-Afak Al Gateda International School



**Student - Parent
Handbook
2023 – 2024**

*“ACIC welcomes all its stakeholders
to the new academic year, wishing
them a successful, beneficial,
and pleasant year.”*

Personal Information

Student ID:

Name: Class:

Address:

Home Telephone: Mobile:

In case of emergency, please call:

Abbreviations:

E.S: *Elementary School*

M.S: *Middle School*

H.S: *High School*

KG: *Kindergarten*

TBC: *To be Confirmed*

Tri *Trimester*

PTC: *Parent/Teacher*

Conference

PTA: *Parent/ Teacher Association*

School Mission

Our mission is to develop respectful critical thinkers, fully embracing the 21st century skills and Islamic ethics, ready to join and excel at highly reputable colleges worldwide. ACIC strongly supports the empowerment of students' life skills for successful futures.

School Vision

It is our vision to provide a supportive and motivational learning environment, with high academic and moral expectations, empowering our students to thrive in a challenging future.

Introduction

This handbook includes many of the policies that currently affect students and parents. While these policies and procedures govern the situation until the present, ACIC reserves the right to alter these policies at any time. This handbook is provided for information purposes only.

We hope this handbook will provide students and parents with needed information pertaining to the policies and procedures of our school and will allow more organizational effectiveness. Students and parents are required to be thoroughly familiar with the contents of this Handbook.

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Learning Expectations for ACIC Students

Academic Expectations

- Students will communicate effectively to a variety of audiences.
- Students will create works using a variety of communication forms and utilize technology effectually.
- Students will develop skills and knowledge to reach personal and career goals.
- Students will analyze, interpret, evaluate and think logically to solve problems using a variety of resources and strategies.
- Students will be critical thinkers who show lifelong curiosity and enthusiasm for learning.
- Students will be independent thinkers who are aware of current events and global issues.

Social Expectations

-Students will demonstrate self-respect, understanding and appreciation for the variety of cultures and heritages.

-Students will respect and appreciate nature, and the uniqueness of people.

-Students will be self-confident, self-disciplined and take responsibility for actions.

- Students will interact, work effectively, and strive to help others.

- Students will recognize and fulfill their duties and obligations, as students and citizens, with honesty, fairness and integrity.

ACIC CODE OF ETHICS FOR EDUCATORS

Principle I: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

- Incorporating into one's practice school and national standards, including those specific to one's discipline
- Using the Code of Educator Ethics to guide and frame educational decision-making

- Advocating for equitable educational opportunities for all students
- Accepting the responsibilities, performing duties and providing services corresponding to the area of certification
- Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis
- Committing to ongoing professional learning.
- Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
- Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
- Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
- Using data, data sources, or findings accurately and reliably.
- Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
- Working to engage the school community to close achievement, opportunity, and attainment gaps; and
- Protecting students from any practice that harms or has the potential to harm students.

Principle II: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and wellbeing of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

- Respecting students by taking into account their age, gender, culture, setting and socioeconomic context
- Interacting with students with transparency and in appropriate settings
- Communicating with students in a clear, respectful, and culturally sensitive manner;
- Taking into account how appearance and dress can affect one's interactions and relationships with students
- Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind
- Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
- Respecting the dignity, worth, and uniqueness of each individual student including

- Establishing and maintaining an environment that promotes the emotional, intellectual, and physical safety of all students.
- Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
- Protecting the confidentiality of student records and releasing personal data in accordance with school policies.

Principle III: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

- Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests
- Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community.
- Considering the implication of accepting gifts from or giving gifts to parents/guardians
- Maintaining appropriate confidentiality with respect to student information disclosed by

or to parents/guardians unless required by law.

- Respecting colleagues as fellow professionals and maintaining civility when differences arise
- Resolving conflicts, whenever possible, privately and respectfully and in accordance with school policy
- Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with school policies
- Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students
- Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum
- Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles
- Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and

experience in order to maximize students' opportunities and achievement

- Working to ensure a workplace environment that is free from harassment.
- Advocating for policies that the educator supports as promoting the education and well-being of students and families
- Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration
- Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school within the community and in public communications
- Using property, facilities, materials, and resources in accordance with school policies
- Respecting intellectual property ownership rights (e.g. original lesson plans, syllabi, grade books, etc.) when sharing materials
- Exhibiting personal and professional conduct that is in the best interest of the organization, school community, and profession
- Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

Principle IV: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

- Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public
- Staying abreast of current trends and uses of school technology
- Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members
- Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators
- Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct

- Being vigilant in identifying, addressing and reporting inappropriate and illegal materials/images in electronic or other forms
- Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment
- Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology
- Advocating for equal access to technology for all students, especially those historically underserved
- Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members
- Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Academic Regulations and Requirements-

Grading Scale

Grades are designated with a letter grade below:

%	Letter Grade	GPA
96-100	A+	4
93-95	A	4
89-92	A-	3.7
86-88	B+	3.3
83-85	B	3
79-82	B-	2.7
76-78	C+	2.3
73-75	C	2
69-72	C-	1.7
66-68	D+	1.3
63-65	D	1
60-62	D-	0.7
Below	F or E	0

Grading Policy

Grades are based on the following:

Topic	Percentage
Trimester Exam	60%
Quizzes	20%
Homework	10%
Project	10%

Note:

1. All students **must** pass the trimester written examination with a minimum grade of 50% of the total mark. Students who fail to achieve a passing mark will be given a grade "F" in the particular subject.
2. Grading policy, in particular subjects may vary regarding point distribution.
3. Students who achieve a GPA less than "1" **will not be** transferred to a higher grade level before re-examining in two courses defined by school administration.
4. **The Elementary School (Grades1-5)-**
The Standards Based Grading System (**SBG**) is followed. Through this system, students are assessed based on the Common Core State Standards by means of formative and summative assessments throughout each academic trimester. Students are expected to show signs of mastery or understanding various lessons and skills through the teacher's implementation of varied instructional strategies. These strategies are specifically chosen and implemented to meet our learners' needs and ensure their mastery and comprehension of taught skills/standards.
5. **The Kindergarten School**
Standards Based Grading (**SBG**) is applied in the Kindergarten school. **SBG** breaks down the subject area into smaller "learning targets". Each target is a teachable concept that a student should master by the end of the school

year. Each student is approached individually and personalized expectations are set. Teachers continuously track student progress, give appropriate feedback and adopt instructions to meet student needs. At the end of each Trimester a one-on-one student-teacher assessment is administered, checking the concepts introduced. Results are compared with weekly observations of oral and written skills. SBG report cards are issued every quarter. They show the child's progress in specific academic areas and social skills, as well as what needs improvement.

NOTE: Pre-K and CDC levels focus on assessing skills rather than academic standards.

Homework Policy

Homework is a vital element in the educational experience of a child. We suggest that parents supervise their child's homework in the sense that they make sure that it is completed. We strongly discourage parents from sitting and re-explaining the homework/lesson with their children, as well as spoon-feeding them the answers. This results in the student becoming too dependent and negatively affects their academic levels. Parents have the responsibility to create a healthy environment conducive for homework and studying. Channel books, School LMS, and school websites must be checked on a daily basis for assigned homework. A

homework schedule and policy (per stage-level) are uploaded and will be sent at the beginning of the school year explaining the subjects assigned per day.

Assignments not understood will be re-explained by teacher, following a note from the parent.

Homework is assigned on a daily basis according to the following:-

Grades1-3	30-60 minutes
Grades 4-5	60-90 minutes
Grades 6-8	90-120 minutes
Grades 9-10	120-150 minutes
Grades 11-12	150-180 minutes

Quizzes/Exams

Quizzes are given in each subject and are distributed according to a schedule which are communicated to parents at the beginning of the school year. Exams are scheduled at the end of each trimester for the Middle and High School stage-levels. Topics covered on the quizzes and exams are communicated to parents in advance.

Summer School Requirement

The following apply for enrollment in summer school:

-Students who received a final grade of “F” in any subject are obliged to be examined in summer, before moving to an upper grade.

-Students who failed in more than two subjects after summer makeup will stay in the same grade level in the upcoming academic year.

Uniform and Dress Code.

Appropriately following the school dress code is important for the orderly operation of the school. Each student's appearance should reflect a positive image of our school.

Rules

-All students are required to wear their school uniforms on a daily basis. Uniforms should be clean and neat.

-Summer uniform to be worn from September to late November. Winter uniform to be worn from December to early March, from April to the end of the year, summer uniform will be worn.

-PE uniforms are to be worn on PE days only, with appropriate sneakers. No “stars” football sneakers are allowed.

-Long-sleeved shirts (if needed) to be worn underneath. PE shirt must be white or blue only.

-If uniforms are torn or need to be replaced for any reason, please purchase a new pair, as ordinary clothing is not allowed. Please label your child's name and class on his/her uniform jackets.

-Lost uniform jackets will be kept on building premises.

-Jeans are not allowed on school premises.

Appearance and Attire:-

-Hair must be well-groomed, neat and clean at all times. For girls, long hair must be tied.

-Boys are required to keep their hair cut short and refrain from inappropriate haircuts.

-Hair coloring or gels are not allowed.

-Nail polish is not allowed and nails must be kept short and clean. Notice will be given to remove polish as soon as possible. Polish will be removed by the school staff if not done so at home.

-Jewelry and accessories are not allowed.

-Hats or ice caps are not allowed inside classrooms.

-Roller shoes or high boots are not allowed.

-During fundays, shorts and short sleeves are not allowed.

Student Follow-Up Communication

Student progress is communicated to parents on a regular and needed basis for students who show poor or exceptional performance; except during the time that report cards are issued. Progress is communicated through School LMS, emails, messages, phone calls, and progress reports. Contact with parents should be made for students receiving a grade of D or F. If a meeting is called for, the parent should be scheduled an appointment with the teacher in the presence of the Head of Department and/or School Principal.

Onsite schedule

Classes will begin at 8:00 a.m. and will end at 2:40 p.m.

Elementary School Schedule

Period	From	To
1 st Period	8:00	8:40
2 nd Period	8:40	9:20
1 st Break	9:20	9:35
3 rd Period	9:35	10:15
4 th Period	10:15	10:55
5 th Period	10:55	11:35
6 th Period	11:35	12:15
2 nd Break	12:15	12:45
7 th Period	12:45	1:25
8 th Period	1:25	2:05
9 th Period	2:05	2:40

Middle School Schedule

Period	From	To
1 st Period	8:00	8:45
2 nd Period	8:45	9:30
3 rd Period	9:30	10:10
1 st Break	10:10	10:25
4 th Period	10:25	11:05
5 th Period	11:10	11:50
6 th Period	11:55	12:35
2 nd Break	12:40	1:15
7 th Period	1:15	1:55
8 th Period	2:00	2:40

High school Schedule

Period	From	To
1 st Period	8:00	8:45
2 nd Period	8:45	9:30
3 rd Period	9:30	10:10
1 st Break	10:10	10:25
4 th Period	10:25	11:10
5 th Period	11:10	11:55
6 th Period	11:55	12:40
2 nd Break	12:40	1:15
7 th Period	1:15	2:00
8 th Period	2:00	2:40

Student Attendance

Student Class Attendance

Students are required to be at school by 7:45 am to attend their morning lines. The first period begins at 8:00 a.m. School gates close 8:10 a.m. Students who come later will enter from Gate 1 following communication to the principal's office. Excessive lateness will result in warning being sent to parents accordingly.

Parents of students who are frequently absent will be contacted by the administration office to inquire about the absence. In cases of excused absences, make up grades for tests/quizzes are allowed in agreement with the class teacher or subject teacher.

If a student must miss class in order to participate in other activities, a request must be made in advance and the School Principal will give permission accordingly.

Students will be allowed to leave school only with a parent/guardian or a person authorized by the parent, and then only when such a person has cleared through the office and received a pass.

Tardiness to Class

Being late to class should not be tolerated. Each teacher has to develop a system for dealing with tardiness to ensure that students arrive on time. Students are allowed a maximum of 5 minutes between classes.

Skipping Class

Students are not permitted to skip any classes. This is a very serious offense, and the School Principal should be informed as soon as possible. There will be a severe punishment for any student that is caught skipping classes.

School Disciplinary Policy

- Students are not permitted to possess, use or supply tobacco, drugs, or alcohol on the school campus or buses.
- Stealing, lying, cheating or plagiarizing, are serious breaches of school conduct and will not be tolerated.
- Students are urged to take pride in their school facility.
- Damaging school property is considered a violation of discipline and will be dealt with accordingly.

Disciplinary Guidelines

- All teachers are responsible for seeing that all school rules (whether major rules such as smoking, alcohol, drugs, fighting, bullying, or minor rules, such as noisy behavior in corridors, eating in the library and halls, etc.) are being followed.
- Serious offences are to be reported to the School Principal immediately.
- The teacher should deal with minor offences. Should the teacher be unable to deal with the problem adequately, they must report it to the Principal's office who will have an overall view and practical recommendations.
- Discipline and classroom control are primarily the responsibility of the teacher and are integral parts of the learning process.
- In cases where you are unable to attain the cooperation of a student, you are encouraged to seek assistance from the administration.
- Many infractions and other problems can be averted if we all cooperate in the following:
 - 1- Monitor your class in the corridors and accompany them to other areas of the building.
 - 2- Dismiss students at the end of the day in a quiet, orderly manner. Remember, the teacher dismisses a class; the bell does not.
 - 3- Students will be accompanied by teachers/PE to the school gates.
 - 4- Do not permit loitering in the corridors or bathroom.
 - 5- You have the right to exercise control over

any student when they are not under the direct supervision of a teacher.

- 6- Bolstering and rowdy behavior should not be tolerated. You have the right to stop this behavior whenever you encounter it.
- 7- Bizarre and offensive apparel or appearance need not be tolerated.
- 8- Insist on and expect proper behavior at all times.
- 9- Always be aware of where each member of your class is. Do not allow several students to leave the classroom at the same time unless there are going to a regularly scheduled class.

- 10- You are NOT to put your hands on any student for any reason. Even in displays of affection this can be, and sometimes is, misconstrued.
- 11- Do not permit any child to leave your supervision upon the request of any individual other than our school staff.

Bus Regulations

The P.E Teachers are required to escort students from garden to the school gates. Bus monitors are responsible for students' behavior on board buses. Additionally, they are responsible for making sure all students on board the bus are safe and in their places. The bus monitor will receive information from the Principal's office about the students who might have different ways of transportation on a particular day. Bus monitors may not allow any student to board the bus that does not normally take the bus. Bus monitors are required to have cellular phones that re charged to enable them to communicate with parents/ guardians. Bus drivers are not to communicate directly with parents/guardians.

Late Buses

Administration will help determine which bus is running late, and then a substitute bus will be sent to the area for help. Should a bus become unusually late, parents on the route could be notified individually by telephone, beginning with the last student to be picked up.

Maintenance Request

All faculty members are expected to maintain cleanliness and good order in their classrooms. When normal maintenance is needed, faculty should report this in writing to floor monitors. This is then communicated to the school principal office, which is forwarded to the administrative manager. As part of the year-end procedures, all are to submit a list of repair work to be accomplished during the summer months. Required repair work will then be accomplished during the summer months.

Emergency Evacuation Procedures

A number of drills will be held throughout the year to be properly prepared and trained in cases of emergency. Notification of drills may be given in a variety of forms, i.e. teacher notification, bell notification or direct contact. All drills are to be accomplished in a quiet, orderly, and serious manner. All students and members of the staff are expected to evacuate to their designated locations. Students are to be instructed to remain quiet and to proceed in a single line through all hallways and staircases.

Each room will be assigned a designated assembly area and teachers' assistants should immediately check attendance when they arrive at that location. It is suggested that students remain perfectly quiet. This is necessary to communicate directions in the event of an actual emergency. The last person out of the classroom should close the classroom door (when appropriate).

Teachers should take their class attendance records and any valuable personal property with them; i.e. grade books, and handbags, etc.

When the Evacuation Alarm Sounds

Announce to your students that they must be silent during the drill. If there is no exit map in the classroom, proceed to the nearest exit, and out onto the field. All students and personnel must be familiar with the exit plan from any room they use.

Teachers should turn off lights before evacuating the classrooms. Close, but do not lock, the classroom door.

Evacuating the class

Teachers' assistants will see that the students walk in an orderly fashion and maintain silence throughout the drill. Teaching staff will resort to the field and check in with the appropriate person. Each teacher and his/her assistant will escort students to the field. If there are seriously injured students, the teachers need to alert the school physician immediately.

If the alarm is sounded during break time, all available personnel will assist to ensure that students walk in safe, orderly manner to the field. Students and teachers may only take what personal belongings they have on them. I.e. purse, wallet. Under no circumstances is anyone allowed to go to his/her classroom to retrieve anything. There are absolutely no exceptions to this rule. Key personnel will be assigned to check bathrooms, classrooms, and isolated areas. All other personnel must resort to the field to await further instructions. Teachers must enforce silence during this time and students must remain in line until the drill is concluded.

Assembling on the Field

All teachers' assistants are responsible for assisting teachers in escorting their students to the allocated location on the field so that attendance can be taken by the classroom teachers.

Earthquake

In case of an earthquake, the following course of action should be taken:

- If indoors, teachers should keep their students inside. While shielding their heads with their

hands elbows, students should move away from windows, shelves and any heavy objects or furniture or that may fall.

- Students should not be under light fixtures or other suspended objects.
- If in the classroom, students should take cover under desks, tables, or other heavy furniture.
- If in a hall, stairways, gymnasium or other area where no cover is available, the students should move to an interior wall. They should turn away from windows, kneel alongside the wall, bend their heads close to their knees, cover the sides of their heads with their elbows, and clasp hands firmly behind their necks.
- If in the library, the students should immediately move away from windows and bookshelves and take cover under a desk or table.
- If in a laboratory, all burners should be extinguished before taking cover. Students should stay clear of hazardous chemicals that may spill.
- Teachers and students should constantly keep an eye on their surroundings to be aware of dangers that may demand fast action.
- If on a school bus the bus should pull over and stop, Away from power lines, bridges, overpasses, and buildings. Students should remain in their seats.

After the quake is over

- Do not enter the school building until it has been declared safe.
- The teachers should take role of students to be sure all are present and report to the School Principal.
- Avoid touching electrical wires.
- If a radio is available, turn it on for latest bulletins.

In Case of an Accident

In case of an accident, the school physician or the nearest administrator has to be contacted immediately for assistance. The School Principal will take all the necessary precautions to secure the safety of the children. In all cases, the teacher must complete an accident report.

Student/Parent Contract

This handbook is designed to explain the routines and procedures established at ACIC. After carefully reading this handbook, please sign and return the form below (To your class teacher) that you have read and understood its contents.

Parent Name

Parent Signature

Student Name

Date

Thank you for your cooperation.

ACIC Administration