

*Al-Afak Al Gadedda International School*



**Student - Parent  
Handbook  
2025 – 2026**

*“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:***

*ES:      Elementary School*

*MS:      Middle School*

*HS:      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 21<sup>st</sup> 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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## **School Vision**

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## Learning Expectations for ACIC Students

### 1-Academic Expectations

- Students will communicate effectively using diverse media and technologies for authentic audiences.
- Students will cultivate knowledge and skills to pursue personal growth, career readiness, and lifelong learning.
- Students will analyze, evaluate and apply critical thinking using a range of tools, data and strategies.
- Students will demonstrate intellectual curiosity, resilience, and higher-order thinking.
- Students will engage independently with local and global issues, drawing connections through research and inquiry.

### 2-Social Expectations

- Students will show respect, empathy, and inclusion for individuals from diverse cultural, social, and linguistic backgrounds.
- Students will act with integrity, honesty, and responsibility in both online and in-person interactions.
- Students will collaborate effectively, contributing ideas, listening actively, and honoring shared goals.
- Students will demonstrate self-discipline, confidence, and accountability for their choices and actions.

### 3-Global Citizenship Expectations

- Students will examine global issues through an inquiry mindset, applying critical analysis to complex challenges.
- Students will respect cultural differences, demonstrating intercultural understanding and empathy.
- Students will uphold global rights and justice, actively reflecting on ethical concerns and social responsibility.
- Students will design and participate in purposeful action, locally and globally, to effect positive change.

-Students will develop global competencies, including problem-solving, intercultural communication, and collaborative leadership.

## **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:

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

### Grading Policy

Grades are based on the following:

<b>Topic</b>	<b>Percentage</b>
<b>Trimester Exam</b>	<b>60%</b>
<b>Quizzes</b>	<b>20%</b>
<b>Homework</b>	<b>10%</b>
<b>Project</b>	<b>10%</b>

**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 quarter. 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 quarter 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 scored (F) in any subject has the opportunity to be re-examed during summer in that subject.
- The summer examination will be scheduled after **4 weeks** from the issued report-cards.
- The student should pass the summer examination before being promoted to the next grade-level.

## 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
Line	7:45	08:00
1 <sup>st</sup> Period	08:00	08:45
2 <sup>nd</sup> Period	08:45	09:30
1 <sup>st</sup> Break	09:30	09:45
3 <sup>rd</sup> Period	09:45	10:30
4 <sup>th</sup> Period	10:30	11:15
5 <sup>th</sup> Period	11:15	12:00
2 <sup>nd</sup> Break	12:00	12:20
6 <sup>th</sup> Period	12:20	01:15
7 <sup>th</sup> Period	01:15	02:00
8 <sup>th</sup> Period	<b>02:00</b>	<b>02:40</b>

### Middle & High School Schedule

Period	From	To
Line	07:45	08:00
1st Period	08:00	08:40
2 <sup>nd</sup> Period	08:45	09:25
3 <sup>rd</sup> Period	09:30	10:10
1 <sup>st</sup> Break	10:10	10:35
4 <sup>th</sup> Period	10:35	11:15
5 <sup>th</sup> Period	11:20	12:00
6 <sup>th</sup> Period	12:05	12:45
2 <sup>nd</sup> Break	12:45	01:20
7 <sup>th</sup> Period	01:20	02:00
8 <sup>th</sup> Period	02:05	02:40

## Student 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. sharp. Students who arrive after these hours will be sent home. Excessive lateness will result in warning being sent to parents accordingly.

Parents must organize with the Principal's office in advance in case a student will be absent due to medical conditions or an important obligation or emergency and send the proper documents concerning the situation. This will be considered excused absence and the office will organize with teachers how missing classwork or quizzes will be rescheduled. In case a student is absent without prior arrangement or communication with the Principal's office, this will count as unexcused absence and the missed classwork or quizzes will not be compensated or rescheduled 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.

### Attendance during Exams

Students must be punctual during trimester exams. Please note that the trimester exams start at 8:00 am and the school gates close at 8:10 am. Students who come later than 8:10 am will not be able to attend the exam. Students who are absent during trimester exams will not be allowed to take the exam at a later date unless an emergency prevented their attendance. In such cases, a meeting will be arranged between the parent and the Principal to discuss the situation. Following this meeting, a decision will be made regarding the possibility of rescheduling the exam. High school students can leave school after trimester exams if it is organized by the parent with the office.

### Student Leave during the School Day

If a student has an important obligation, such as a visa interview or a doctor's appointment, they must arrange this in advance with the Principal's office. The office will coordinate with the teachers, and the student is expected to stay updated through the Learning Management System (LMS).

Please be aware that regular attendance is crucial for the educational process.

If a student is withdrawn from school by a parent without appropriate justification, grades may be deducted for any missed assignments or classwork during their absence.

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.

# ACIC Discipline Policy

## Introduction

ACIC must ensure a safe and orderly learning environment for all students. In an effective school, the climate is conducive to learning. We will not allow any student to prevent a teacher from teaching or to keep other students from learning.

There must be an orderly, purposeful, businesslike atmosphere at all times. At ACIC, we must move beyond the elimination of undesirable behavior and move towards an increased awareness of desirable behaviors.

## ACIC Discipline Goals

- To help students develop self-respect.
- To help students develop respect for others and their property.
- To help students see the need for self-discipline.
- To guide students toward choices which lead to improved behavior(s).

## Prohibited Student Behaviors

Any specific misbehavior not included in the below list of Prohibited Behaviors will be categorized by the administrator as the incidents occur.

Behavior	Category
<b>Disruptive behavior</b> In classroom or common areas including disrespectful comments to fellow students. Also includes improper use of cell phones, iPads, and other electronic devices including internet social media networks.	<b>A</b>
<b>Dress code violation</b> Not wearing the proper ACIC uniform, Cleanliness, Proper hair and nails, wearing jewelry, makeup, nail polish or acrylic nails are not allowed.	<b>A</b>
<b>Littering on campus</b>	<b>A</b>
<b>Tardiness, an unexcused tardy to a class</b> More than 5 minutes to any but the first class.	<b>A</b>

<b>Behavior</b>	<b>Category</b>
<b>Bullying</b> Another, or a group (i.e., engaging physical intimidation, taunting, hazing, name calling, insulting, cursing, gesturing, or verbally abusing any person; including, but not limited to: comments, abuse, or harassment based on that person's race, religion, gender, creed, national origin, personal or physical attributes, disability, intellectual ability; and matters pertaining to characteristics of another person or the associates of another person).	B
<b>Cheating Assignments and quizzes</b> Includes copying another student's work, either partly or the whole assignment, allowing another student to copy your work, copying from a book, the web or AI (plagiarism), or using notes or other information on a quiz or test. No credit will be given for the assignment or test. Use of cell phones or any other unauthorized electronic devices during test constitutes cheating. <b>Exams</b> Students who cheat during a trimester exam will fail this subject.	B
<b>Disrespectful, disobedient or defiant</b> To school personnel such as not following directions from any teacher or staff member, in a classroom or in common areas, immediately and not interacting with adults in a mature, respectful manner	B
<b>Falsely signing or altering a document</b> Falsely signing quizzes or other documents with parent signature	B
<b>Profanity/vulgarity</b> In public conversation anywhere on campus	B
<b>Slander</b> Spreading rumors about another student, school personnel, or the school itself in any way including verbal or electronic means that is designed to hurt their feelings or reputation.	B
<b>Truancy, Skipping school or class</b>	B
<b>Unsafe behavior</b> Including but not limited to, tripping, shoving, or horseplay	B
<b>Theft</b>	C
<b>Threat of physical violence</b>	C
<b>Fighting</b> Shoving and exchanging of blows with the intent to injure, both offenders will be punished: however, if it is determined that one student started the fight, and the other tried to avoid the confrontation, lesser penalties may be applied to the defender.	C
<b>Tobacco products or related paraphernalia.</b>	C
<b>Vandalism or deliberate destruction</b> Of school or personal property. Students and parents will be held financially responsible for damages incurred due to vandalism.	C

## **Discipline Rubrics**

Administrators and teachers have the authority to apply the following Discipline Rubrics for inappropriate behaviors. The rubrics are guidance only and are not binding on administrators or teachers. Each disciplinary case must be judged on the specific facts of the individual case to determine the fair and appropriate penalty.

The categories in the Discipline Rubric are cumulative – meaning that a second offense in a category, even if it is of a different type from the first, counts as a second offense (i.e. one disruptive in class in addition to one dress code violation would result in parent notification and detention).

## “A” CATEGORY RUBRIC

“A” CATEGORY BEHAVIORS			
These behaviors are initially handled by individual teachers and hall monitors and warrant referrals after repeated incidents or if initial incidents are severe.			
<ul style="list-style-type: none"> <li>▪ Disruptive behavior in classrooms</li> <li>▪ Disruptive behavior in bathrooms, hallways, playground, and basketball courts, etc.</li> <li>▪ Disrespectful comments</li> <li>▪ Improper use of electronic devices</li> <li>▪ Dress code violation</li> <li>▪ Littering on campus</li> <li>▪ Tardiness</li> </ul>			
“A” CATEGORY CONSEQUENCE GUIDELINES			
<u>1st Violation</u>	<u>2nd Violation</u>	<u>3rd Violation</u>	<u>4th Violation</u>
-Written notice by teacher	-Written notice by teacher -Parent Notified	- Office Referral -Detention -Parent Conference -School Counselor Intervention	- Office Referral -Parent Conference -Grade Deduction -In/out of school suspension (-3 Days) -School Counselor Intervention

## “B” CATEGORY RUBRIC

“B” CATEGORY BEHAVIORS			
These behaviors are handled by teachers, and administration and warrant an office referral after an initial incident. If initial incident is severe then a suspension will be issued to the student.			
<ul style="list-style-type: none"><li>▪ Bullying</li><li>▪ Cheating</li><li>▪ Disrespectful or disobedient to school personnel.</li><li>▪ False signature</li></ul>	<ul style="list-style-type: none"><li>▪ Profanity/vulgarity</li><li>▪ Slander</li><li>▪ Truancy, skipping class, skipping school</li><li>▪ failure to appear to detention</li><li>▪ Unsafe behavior</li></ul>		
“B” CATEGORY CONSEQUENCE GUIDELINES			
<u>1st Violation</u>	<u>2nd Violation</u>	<u>3rd Violation</u>	<u>4th Violation</u>
<ul style="list-style-type: none"><li>- Office Referral</li><li>- Parent Notified</li><li>- Detention</li></ul>	<ul style="list-style-type: none"><li>-Office Referral</li><li>- Parent Conference</li><li>- Detention</li><li>- School Counselor Intervention</li></ul>	<ul style="list-style-type: none"><li>- Office Referral</li><li>- In/out of school suspension (1-3 Days)</li><li>- School Counselor Intervention</li></ul>	<ul style="list-style-type: none"><li>- Office Referral</li><li>- In/out of school suspension (1 week)</li><li>-School Counselor Intervention</li></ul>

## “C” CATEGORY RUBRIC

<b>“C” CATEGORY BEHAVIORS</b> These behaviors are considered severe and warrant immediate suspension.		
<ul style="list-style-type: none"> <li>▪ Extortion</li> <li>▪ Fighting</li> <li>▪ Theft</li> </ul>	<ul style="list-style-type: none"> <li>▪ Threat of physical violence</li> <li>▪ Tobacco products or related paraphernalia</li> <li>▪ Vandalism</li> </ul>	
<b>“C” CATEGORY CONSEQUENCE GUIDELINES</b>		
<b><u>1st Violation</u></b> - Office Referral - Parent Conference - Out of school suspension (3 Days) - School Counselor - Intervention	<b><u>2nd Violation</u></b> - Office Referral - Parent Conference - Out of school suspension (1week) - School Counselor - Intervention	<b><u>3rd Violation</u></b> - Office Referral - Parent Conference - Out of school suspension (2-3 Weeks) -School Counselor Intervention

## “Dress Code Rubric”

<b>Dress Code Rubric</b> These behaviors are handled by the school Disciplinary Officer. Each case must be judged on the specific facts of the individual case to determine the fair and appropriate penalty. If the student appearance falters from ACIC’s community norms, the student will not be able to enter his/her class and the parent will be required to take the student home.			
<ul style="list-style-type: none"> <li>▪ Dress code violation: not wearing the ACIC uniform</li> <li>▪ Boys hair: long hair, weird haircuts and hair dyes are not allowed</li> <li>▪ Girls hair: must be tied, dyes and tiny braids are not allowed</li> <li>▪ No nail polish , no acrylic nails, no makeup</li> <li>▪ The only jewelry allowed for girls is one simple pair of earrings other than that, jewelry will be confiscated till the end of the day. If repeated it will be confiscated till the end of the school year.</li> <li>▪ During spirit week ,fundays, trips or other school related functions where students are permitted to come out of uniform, the following is not allowed: ripped jeans, crop tops, sleeveless shirts, tight clothes, leggings, jewelry, makeup, slippers or slides.</li> </ul>			
<b>“Dress Code Violation: ACIC Uniform” CATEGORY CONSEQUENCE GUIDELINES</b>			
<b><u>1st Violation</u></b> -Written notice -Parent notification	<b><u>2nd Violation</u></b> -Office Referral -Parent notification -Detention	<b><u>3rd Violation</u></b> - Office Referral Parent Conference -Detention	<b><u>4th Violation</u></b> - Office Referral -Parent Conference - In/out of school suspension (1-3 Days)



### **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 cover 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.