

Parents' Handbook



مدرسة جزيرة أبوظبي العالمية
Abu Dhabi Island Int. School

ABU DHABI INTERNATIONAL PRIVATE SCHOOL

2025 - 2026

2025-2026

Tel: +97137227666

Fax: +97137227667 Email: info@adiips.ae

P.O.BOX: 222201 Al-Ain, UAE



ABU DHABI ISLAND International Private School

Vision:

ABU DHABI ISLAND International Private School aspires to provide to its community high quality education in a safe and secure environment, espousing equal opportunities for all, tolerance, respect for differences and the promotion of national identity.

Mission:

Graduating devoted, lifelong learners who cherish the interests of their societies and embrace their cultural identity yet are flexible and open to world cultures.

Safety

Tolerance

Respect

Identity

Ventures

Excellence



Core Values

- The school shall be a safe and secure environment for students, staff and visitors.
- Students from all ethnic, religious and cultural backgrounds shall have equal opportunities for excellent quality education.
- Students shall be guided to tolerate others who come from different ethnic, religious and cultural backgrounds and to show respect for their beliefs and practices.
- The school shall help promote national identity and values among learners.

Goals

- All students can learn and every learner shall be geared to achieve their full potential.
- Students shall be educated in a suitable environment that helps them enhance their social skills and develop their physical abilities.
- The school shall nurture learners' cultural, moral and civic values, ensuring that they relish school and enjoy learning.
- The school shall foster students' intellectual and artistic powers, developing their emotional stability and promoting their health and physical fitness.



I. The Campus

ABU DHABI ISLAND International Private School will start in September 20013 on a luxurious modern smoke free campus, built to meet the international standards of student safety, protection and comfort and designed in accordance with the educational and technological standards of the 21st century.

The campus has been built in Al Towaya Area close to Al-Ain civic center, a quiet vicinity away from crowdedness and noise and easily accessible to parents and staff. It encompasses shaded play areas, a green field, science rooms, a library, and a computer lab. All classrooms are equipped with computers, interactive smart boards, and age appropriate furniture of the highest quality. The modern CCTV system and surveillance cameras are installed all over the campus to provide close supervision for all school premises and common areas and enhance safety and security. The school clinic shall be licensed and equipped as per HAAD (Health Authority - Abu Dhabi) standards with a full time HAAD approved female nurse to provide health and medical services.

II. School Timings

Classes start at 8:00 a.m. and end at 3:00 p.m. for Grades 1 onwards. KG classes also start at 8:00 a.m. but end at 1:30 p.m.

Parents and/or students shall not have access to school grounds and should not arrive at school before 7:30. Parents should make sure that their children are at school no later than 7:55.

Parents should notify the school in writing if their children are going to be picked up by a person other than themselves.

III. Classes

ABU DHABI ISLAND International Private School is set to be a KG to Grade 12 college preparatory school. During its first year of operation, the school caters for KG to Grade Five and the plan is to add a couple of classes each year.



IV. Curriculum:

The students at the school will experience a balanced academic curriculum and a rich extra-curricular programme. Together, these will promote the mental, physical, cultural, personal and moral development of students, thereby teaching them how to be responsible young people who can work and cooperate with others while developing the knowledge, skills, values and awareness that ensure their well-being and success.

1. The School Curriculum

- a. The formal curriculum has its foundation in the US State of Ohio education system. This curriculum is evaluated and adapted for local conditions and supplemented with Arabic, Islamic Studies and Arabic social studies in accordance with the UAE Ministry of Education requirements. It is designed to be suitable and motivational for students so that it promotes their learning at the level of their abilities and needs.
- b. In recognition of the fact that many of the students will be English as second language speakers, and therefore will require ESL support, the school will have an ESL approach within the curriculum.
- c. All students study Arabic, but for those for whom it is not their first language, they study an Arabic for Foreigners course.
- d. Non-Arabic speakers who are Muslim study a modified Islamic Studies course.
- e. Non-Muslims have the option of Islamic Studies or another course.
- f. Students will be encouraged to choose extension material or topics within and/or outside the courses listed below to cater for their specific needs. Firstly, by largely working independently with minimal teacher guidance, and secondly, individual study which may be done through approved external providers as appropriate.

i. KG 1 and 2

English (including English language, drama, music and art) social studies including UAE social studies, maths, science, IT, Arabic, PSH (PE and health)

ii. Grade 1 to 7



English (including English language, drama music and art), social studies including UAE social studies, maths, science, IT, Arabic, Islamic Studies and PSH (PE and health)

2. Homework

Students from KG to Grade Three take no work home; however, they are strongly encouraged to read at home on a daily basis. The last lesson of selected school days is reserved for study. Teachers provide guidance and help to their students as they do assignments and study the material covered during the week. Students, during this lesson, are also trained to work independently.

We discourage parents from helping their children with homework or appointing private tutors. When children reach Grade four, and begin to take homework they should have developed and achieved the ability to study on their own, provided a suitable calm environment exists.

3. Extra-curricular Activities

The school will organise a range of sporting, cultural and academic activities and events for the student body which take place outside the formal curriculum, as well as opportunities for student leadership. These activities will focus on enhancing student learning by way of links to curriculum objectives or through providing opportunities outside the classroom for student personal and social development.

V. Student Admission:

The school will offer education to students for parents who wish a private school option for their children. It will seek to ensure that all students who are admitted will thrive in an environment of high academic expectation, will be able to benefit from the holistic education provided and be happy within the school community. In admission of students, it will fully comply with all the applicable laws and regulations of the UAE and the Emirate of Abu Dhabi. There will be no discrimination on the grounds of diversity, gender, race, religion or academic level and the school will admit students with mild to



moderate Special Education Needs. All those joining must agree to adhere to relevant school rules and policies.

1. Procedure

- a. Request for admission can be made for any child who meets the age conditions and submits the required documents of the government authority of the UAE. The age conditions are:
 - As per the ministry regulations any student is admitted into KG1 if they turn 3 years of age by Sep 15 of that school year. As for KG2, they should be 4 by Sep 15 and for Gr 1 they should be 5 by Sep 15. For grades 2 and up they must provide evidence that they were schooled in the previous grade level the year before. This evidence is either a transfer letter stamped by ADEC regional office if the student is moving from a school within UAE, or a transcript and a school letter stating that the student has successfully finished a certain grade level approved by ADEC regional office if the student is moving from a school outside the UAE.
- b. The first conversation consists of explaining the admission procedures and getting relevant information about the prospective student.
- c. Parents who wish to continue with admission submit a completed school enrolment application form, all the required documents, pay a registration fee and make an appointment for an interview/placement test. The required documents are:
 - An application form filled in and signed by the guardian which includes:
 - i. Name, age and address;
 - ii. The names and contact details, with telephone numbers of parents/guardians;
 - iii. Date of enrolment;
 - iv. Previous school or pre-enrolment situation.
 - A Birth Certificate (in Arabic or English officially stamped by the originating country's Foreign Affairs and by the UAE Embassy in that country).
 - Vaccination card.
 - A photocopy of the applicant's ID card and passport.
 - A photocopy of the applicant guardian's ID card and passport (With valid residential status for expats).



- Six recent passport-size photos.
 - Previous school report or transcript. (An officially stamped copy of this transcript is required).
 - A Transfer Certificate. (In Arabic or English and officially stamped).
 - Completed medical conditions and health agreement forms.
 - A photocopy of the applicant's vaccination card.
 - A completed KG information form in the case of KG applicants.
 - A Good Conduct Certificate from the previous school if applicable.
- d. On the day of the placement test, all documents must have been provided by the parents.
- e. Within two days after the interview or test, the school will contact parents with the options for the child's enrolment eg class placement.
- f. On acceptance of the enrolment, the parents pay the first installment, make an appointment to purchase the school uniform and sign the 'Parents-School Partnership' agreement.
- g. The decision on class section is done by the nominated staff member. Factors considered for class section are:
- mixed ability class groups ie maintaining a similar average across different sections of the same grade
 - gender balance
 - a balance of local and non-local students in each class
- h. An administrator arranges the desk place for the new student in their classroom.

2. Annual Enrolment

- a. Parents will be requested to re-enrol their child/ren currently at the school, for each subsequent academic year.
- b. Continuing students will automatically be re-enrolled.
- c. All the family and student-specific information provided the previous year and held by the school is checked by the parents with the school secretary/registrar, after which the re-enrolment is confirmed and the first payment for the new year is made.

3. Preference Arrangements



Students will be admitted in the following preference order:

- a. Current students re-enrolling and their siblings;
- b. Children of staff members;
- c. Students living in the immediate vicinity of the school as defined by the board;
- d. New students other than the above.

4. First Day

- a. The student reports in school uniform at the time notified and is shown to their classroom.
- b. A staff member shows the student to their desk and introduces them to their classmates.
- c. Books are distributed within the student's class.
- d. Arrangements for settling the child into the class are made with staff

All enrolment-applicable laws of the UAE will be complied with and all school admission policies and procedures shall be reviewed every 3 years or as needed if changes to legislation dictate or there is a request for policy review from an internal source.

VI. Assessment and Reporting

Assessment is the means by which schools gather and analyse information about student learning and development (knowledge, skills, understanding and affective behaviours) and teaching effectiveness. It also provides the basis for further planning and teaching, and evaluation of the curriculum. The school believes that assessment should be objective and frequent in order to ensure fair evaluation and constant follow-up of students' progress. Reporting processes provide information on student learning to students, parents and national education authorities.

1. Sub-subjects and Weights

- a. Each sub-subject is assessed separately. When calculating overall student averages different sub-subjects within a subject carry different weights depending on the relative importance of each sub-subject eg in languages higher weights are assigned to writing and speaking.
- b. Different subjects also carry different weights also depending on importance eg first languages and maths are weighted higher than other subjects.



2. Success and Honour List Criteria from School Internal

Summative Assessment

a. Success Criteria

- Grade 4 and below : passing grade per subject is 55% or 11/20.
: passing general average is 60% or 12/20.
- Grade 5 and above : passing grade per subject is 50% or 10/20.
: passing general average is 55% or 11/20.

b. Honour List Criteria

- Grade 4 and below : a general average of 90% or 18/20.
- Grade 5 and above : a general average of 85% or 17/20.

3. Tracking and Supporting Students

The director will ensure that tracking and support systems operate in the school. These will include the work of teachers keeping formative assessment records of their students learning, curriculum leaders/senior teachers working with teachers to identify and provide support for those students at risk of not achieving, conversations and meetings with students and their parents/guardians, tracking the summative assessment results on the school management system and acting as appropriate to support students.

4. Reporting

- a. Reporting occurs for all types of assessment. It may be informal by way of speaking with students and their parents, or formal by way of written term school reports.
- b. Parents will have continuous access to their children/s achievement, attendance and conduct information.
- c. Written term school reports will present all summative assessment results to give a full and correct profile of students' strengths and weaknesses. Summary comments made are supported by data. All report comments are checked by a senior administrator before reports are finalized, with the information presented in clear, understandable English – the medium of instruction in the school. School administrators will assist in translation for parents when necessary.



- d. The school will report such achievement information to the applicable educational authorities as required by them.

VII. Promotion and Retention

The school recognises that students' emotional, social and educational growth varies and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth. Therefore, each student will be moved forward in a continuous pattern of achievement and growth that corresponds with their own development and the academic standards of each grade and subject.

1. Guidelines for Supporting Students at Risk of Retention

The emphasis will be on early identification of students who are struggling academically and providing them extra learning opportunities, so that they meet the academic expectations of their grade level, such as:

- additional instructional time, both during the school day and after school;
- one-on-one and group tutoring;
- ensuring that academic staff work consistently with students who need services, instead of being pulled away for other duties such as meetings or duty;
- summer school option; and
- multiple opportunities to demonstrate knowledge and skills.

2. Guidelines for Retention Decisions

- a. Student retention will be infrequent and will necessitate the **collective judgement** of the group of people involved with the student – the School Director, parents of the student, school counsellor/social worker, and all teachers who have worked with the student over the year.
- b. All possible alternatives to retention will be investigated. These could include:
 - assessing the student for special needs;
 - using an IEP process and other SEN resources to support the student in the next grade;



- identifying which particular subjects/areas still require intervention and providing an intensive period of support;
 - student use of extra resources eg ICT applications, monitored by school personnel; and
 - allocating a 'mentor teacher' to the student.
- c. Taken into consideration will be:
- the social and developmental impact on the student of being separated from their peers; and
 - the capacity of the school to provide an improved, differentiated learning experience for the retained student.

VIII. Student Guidance Policy and Procedures

The school believes that guidance is a core element of a school's programme as it supports students' educational and developmental needs. Therefore, it should be integrated into the curriculum and pastoral care functions to reflect the needs of students at all stages. The school shall have a student support and development approach to dealing with issues such as bullying, student conduct and discipline and progress (see relevant policies).

As partners with the school in the education and development of their children, parents will be involved as much as possible in school-community programmes, in the provision of information about their children and in direct communication and liaison about their children's progress and needs.

IX. Student Discipline

The school believes that in order to enable effective teaching and learning to take place, good discipline in all aspects of school life is necessary. It seeks to create a welcoming, caring and respectful learning environment in the school by:

- adults modelling positive behaviours and attitudes for students;
- encouraging and acknowledging good behaviour;



- promoting self-esteem by encouraging students to value and respect themselves and others, their heritage and cultures;
- providing a safe and positive environment free from disruption, violence, bullying and any form of harassment by staff, students or others;
- promoting early intervention;
- ensuring a consistency of response to both positive and negative behaviour;
- encouraging strong parental and community relationships;
- encouraging students to take responsibility for their behaviour; and
- explaining unacceptable behaviour.

X. SCHOOLWIDE BEHAVIOUR MANAGEMENT PROGRAMME

1. Incentives and Sanctions

Praise and rewards will be used to motivate students much more frequently than negative consequences. This builds a culture of achievement and success. The praise and rewards will aim to constantly reinforce the school's core values **(STRIVE)**:

Safety Tolerance Respect Identity Ventures Excellence

Incentives	Sanctions
Praise	Reminder
Stickers	Verbal Warning from teacher
Stamps	Yellow card from senior administrator
Good Choices Certificates	Orange card – parental involvement
Trophies	Red card
School Director's Certificate	Suspension



Attendance and punctuality awards	Exclusion
-----------------------------------	-----------

2. Sanctions

There is a clear set of escalating sanctions for poor behaviour. They range from reminders, expressions of disapproval, withdrawal of privileges, referral to the School Director, letters to and meetings with parents/guardians, suspension and, ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from outside agencies may be necessary.

3. School Trips

It is expected that all normal school codes of dress and behaviour will be imposed on any trip. It is the responsibility of the trip organiser as well as any accompanying adults to ensure such standards are complied with. The students, parents and staff should be aware that they are representing the school at all times and are, therefore, responsible for ensuring that they do not, at any time or under any circumstances, bring the school into disrepute. The school does not wish to stifle the enjoyment of trips, but just wishes to ensure the good behaviour and safety of everyone participating in them. Students should be aware that inappropriate behaviour could risk their chances of taking part in further trips.

4. School Dress Code



Students will be expected to be dressed in a clean, tidy and complete school uniform:

- whenever they are on school transportation or at school; and
- for all school activities even if they are outside the school environment or normal school times.

The aim is that students wear the uniform with pride because they are happy to belong to the community that their uniform represents. In acknowledgement that modest appearance is a cultural expectation, the school will request that parents/guardians co-operate with the following school uniform requirements:

a. Uniform for Girls

- Plain white blouse or T-Shirt (with school logo) with sleeves.
- Plain navy tunic with school logo and/or navy trousers (tunic to cover knees, no slits).
- Shoes must be plain, sober coloured. (Laces to match, no high heels).
- Sweaters, if required, with school logo.
- Jewellery must be kept to an absolute minimum (including hair clips and only studs for earrings).
- Hair should be secured back for safety reasons.
- No makeup or coloured nail polish is permitted.

b. Uniform for Boys

- Plain white shirt or T-shirt (with school logo) with sleeves.
- Plain navy trousers.
- Shoes must be plain, sober (Laces to match). Plain socks only.
- Sweaters, if required, with school logo.

c. PE Uniform for Boys and Girls

PE uniform is a white T-shirt (with school logo) and dark blue track pants and track shoes.

d. School uniform may be purchased from the school's uniform store.



- e. Parents who are unsure of the suitability of their children's clothes will be requested to check with the administration rather than send their children to school in clothing which may be considered inappropriate.
- f. All uniform should be named.
- g. Hats are encouraged.
- h. Fingernails should be kept short.

5. Uniform Issues

Parents/guardians of students that do not wear their uniform correctly will be contacted and asked to bring the missing uniform into school. If this is not possible then the school will request permission from the parents that the student wear a school-owned, clean, extra uniform for the day. The school will agree with the parents/guardians a date by which the child will be once again in full uniform.

Should a student repeatedly come to school without correct uniform, the school will request in writing that the parents/guardians provide a spare uniform which will be kept at school for the student to dress in upon arrival at school. For KG students, accidents can easily happen; parents/guardians will hence be requested to send to school a labelled spare set of uniform for every KG child.

There may be good reason why a student is not wearing school uniform. In this case, parents/guardians should share the reasons with the School Director either in person or by letter. The school will always be considerate and discrete in trying to establish why a student is not wearing the correct uniform. In line with the school's culture of honest conversation with parents/guardians, it will seek discussion with the parents/guardians at the earliest opportunity if there are any difficulties.

There will be the occasions when the school decides that school uniform is not appropriate, e.g. when taking part in a physical activity day or wearing different clothes as a part of a special event. Parents/guardians will be notified in advance of the revised dress code for these days.



6. Suspension

Suspension involves being isolated from the school community for a set number of days. This may mean being in isolation at school or being kept at home. Suspended students will receive a work pack to complete. Parents will be collaborated with closely. The aim will be to get the student successfully re-integrated into school and meetings will be held before the student returns during which a behaviour plan will be agreed, followed and reviewed. Suspensions will be conducted in accordance with ADEC regulations.

7. Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which exclusion may be considered.

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including suspension, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of illegal substances on school premises.

- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include those listed in the table above. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school. The school will consider police involvement and other agencies for any of the above offences.

8. Exclusion protocol

Exclusions will be conducted in accordance with ADEC regulations and only after ADEC's written permission is given.

9. Appeals to Disciplinary Actions



Parents/guardians and students may place an appeal regarding a specific disciplinary action taken by a school. In the case, they are advised to follow the process set out in the School Complaints Policy.

XI. Child Protection, Health and Safety and Anti-Bullying:

The school fully recognises its responsibilities to safeguard and promote the welfare of every child; it shall provide a caring, safe, positive and stimulating environment that promotes the social, physical, moral and emotional development of every child. It is also important that staff and students understand that they also have a responsibility to look after their own health and safety and that of others that may be affected by their actions. Copies of the school policies regarding Child Protection, Health and Safety and Anti-Bullying are provided at the end of this manual.

XII. School Clinic:

Clinical services shall be provided by a professionally-qualified school nurse who is licensed to practice by Abu Dhabi Health Authority. The nurse should cooperate and communicate with the visiting general practitioner and school administration in order to assure consistent and quality care to protect and improve students' health thereby enabling better educational outcomes.

The clinic will offer clinical and health education services to the school community as bound by the code of practice of licensed health care professionals and in agreement with all applicable policies of the relevant government health authority.

The clinic shall publish and advertise a list of services, referral guidelines, patients' rights and responsibilities and health material such as infection control guidelines and the correct hand-washing method.

On admission, the school will collect student medical and health information and the school nurse will inform relevant teachers of any student health issues that may require their specified intervention, with explanation on how to respond. Parents will be



مدرسة جزيرة أبوظبي العالمية
Abu Dhabi Island Int. School

requested to inform the school of any changes to this information and the school will check it at least annually at re-enrolment time to ensure that it remains up-to-date.