AAKPS Staff Handbook

مدرسة عين الخليج
Ain Al Khaleej School

Students First

Contents

Message From the Principal

Dear Esteemed Parents,

We are honoured to share with you the pioneering educational mission that **Al Ain Khaleej Private School (AAKPS)** has steadfastly embraced. Our commitment extends beyond conventional boundaries, weaving together scientific rigor and educational excellence.

Key Tenets of Our Educational Vision:

1. **Holistic Integration**:
   o AAKPS seamlessly blends scientific principles with pedagogical expertise.
   o Our mission is to nurture well-rounded individuals who excel academically, socially, and ethically.
2. **Student-Centric Approach**: *STUDENTS FIRST*
   o We recognize that students are at the heart of our endeavour.
   o AAKPS strives to foster a unique bond with each student and their parents.
3. **Rights and Responsibilities**:
   o We uphold students' rights as paramount.
   o Clear guidelines ensure the implementation of these rights and corresponding duties.
4. **Collaborative Partnership**:
   o AAKPS seeks to build a robust alliance with parents.
   o Together, we navigate the educational journey, ensuring transparency and alignment.
5. **Quality Assurance**:
   o Our instructional framework adheres to rigorous standards.
   o Compliance with guidelines guarantees a conducive learning environment.

As we embark on this transformative voyage, we remain committed to your child's growth and success. Let us forge ahead, guided by shared aspirations and unwavering dedication.

Warmest regards,
Principal
Raed Al Qasrawi

AAKPS Welcoming Statement, Mission, Vision, Slogan, Unified Obligation

Welcoming Statement from Ain Al Khaleej Private School.

AAKPS is host to approximately 500 students ranging from Grade 1 to Grade 12 in the MOE section and KG to Grade 9 in the American section. We offer two curriculums (National MOE curriculum and international Common Core curriculum) with over 50 teaching staff members.

This handbook was created to provide you (Parents/Guardians) with all you need to know about AAKPS.

AAKPS Mission Statement:

To provide a responsive pedagogy through the development of a collaborative dual-language learning community that draws on our students' interest and strong sense of culture and heritage to build their self-efficacy and achievement that prepares them for the international global market.

AAKPS Vision Statement:

To prepare a generation privileged with a moral appreciation of learning, inspiring 21st century capabilities that demonstrate the knowledge, skills and values required to be responsible, productive, and engaged citizens within the competitive global community.

AAKPS Slogan: "*STUDENTS FIRST*"

AAKPS Unified Obligation:

"**Students First**" involves fostering students' confidence and interest, ultimately driving achievement. It's about what teaching **looks like**, **sounds like**, and **feels like to a student**.

Daily School Schedule:

The daily routine: Timing of the School Day

- **KG**: **7:45 AM to 12:00 pm**
- **Late Pickup for KG should not exceed 1:00 pm.**
- **Grade 1 to 12 both MOE and American Section**: **7:30 AM to 2:00 P.M.**
- **Late Pickup for Grade 1 to 12 should not exceed 2:30 PM**

Mondays to Thursdays:

Period Allocation	Period Timing
Morning Assembly	**7:30 am – 7:40 am**
Homeroom Period	**7:40 am – 7:50 am**
Period 1	**7:50 am - 8:35 am**
Period 2	**8:35 am - 9:20 am**
Period 3	**9:20 am – 10:05 am**
Period 4	**10:05 am – 10:50 am**
Lunch/break	**10:50 am - 11:05 am**
Period 5	**11:10 am - 11:55 am**
Period 6	**11:55 am – 12:40 pm**
Period 7	**12:40 pm – 1:20 pm**
Period 8	**1:20 pm – 2:00 pm**

Fridays (Extra-Curricular Activity) Days:

Period Allocation	Period Timing
Morning Assembly	**7:30 am – 7:40 am**
Homeroom Period	**7:40 am - 7:50 am**
Period 1	**7:50 am - 8:20 am**
Period 2	**8:20 am - 8:50 am**
Period 3	**8:50 am – 9:20 am**
Period 4	**9:20 am – 9:50 am**
Lunch/break	**9:50 am - 10:00 am**
Weekly Activity 1/Club 1	**10:00 am - 11:00 am**
Weekly Activity 2/Club 2	**11:00 am – 12:00 pm**
Early Dismissal	**12:00 pm**

AAKPS Staff, Student and Parent Roles and Responsibilities

Senior Leadership Responsibilities:

Meet the **Senior Leadership Team**:

Principal: **Mr. Raed Qasrawi**
Vice Principal: Ms. Samar Elhamalawy
Arabic Head of Section: **Ms. Suhad Samara**
Science American Lead: **Dr. Vikram Awate**
Math American Lead: Mr. Abdulmegid Ahmed
English Lead (American and MOE): Ms. Bronwyn David
KG and Primary Lead: Marcia Harker
Math MOE Lead: **Mr. Hasan Al Rishani**
Science MOE Lead: **Ms. Rawia Salem**

- Senior Leadership Team (Principal, Vice Principal and Heads of Sections) are be added to all classes and groups on MS Microsoft Teams and ClassDojo to supervise and monitor all interaction from teachers and students.
- SLT will make sure teachers provide feedback and feed forward to students via written, oral and is shared through ClassDojo systematically.

Teachers Roles Responsibilities:
- Throughout the week (Monday through Fridays) teachers will have "*Open Office Hours*", depending on their daily schedule, from 8 am to 3:30 pm from Monday to Thursdays and from 8 am to 12 pm on Fridays that is reserved for meetings, collaboration with colleges and to answer questions from students and parents.
- Teachers are to check ClassDojo daily and are to respond to all parents' questions within 24 hours.
- Teachers set aside time daily to:
    - check on student wellbeing,
    - provide direct support,
    - answer questions,
    - model expectations,
    - gather assessment data (e.g. teacher /student interview)
    - monitor and provide feedback and feed forward on assignments and classwork for progress and attainment levels,
    - and to collaboratively plan with co-workers for the following weeks' lessons.

Help Hotline Personal Responsibilities:
- Throughout the week (Mondays through Friday) hotline personal will have "*Open Door Hours*" from 8 am to 3:30 pm on Mondays to Thursdays and from 8 am to 12 pm on Fridays that is reserved for training and supporting parents and guardians on platform use, navigation and to answer questions. (as needed)

Students Responsibilities:

- Students are to follow the Students Code of Conduct (**see ADEK Behaviour Policy**)
- AAKPS believes that all students should be provided with the opportunity to learn is a safe, unbiased and bully free environment. Understand the AAKPS that these matters very seriously and follows ADEK behavior policy strictly when dealing with matters that go against the ADEK Behaviour Policy (**see page 16**).

Parent Responsibilities:

- Parents are encouraged to participate in their children's education in accordance with school policies.
- Parents are encouraged to keep informed of their children's progress through regular meetings with School Administration and Teachers through our ClassDojo communication channel.
- Parents are encouraged to participate in other school activities including parent/teacher conferences, volunteering for school events, and participating in school community organizations.
- Parents are encouraged to support teachers in helping children learn, in accordance with school policy.
- Active involvement in their children's education may include, but is not limited to:
  - Making every effort to ensure that children attend school every day and arrive on time
  - Ensuring that children complete their homework assignments
  - Frequently asking children about their school day
  - Keeping updated with changes at the school

Filing a Complaint:

- To find a solution for the complaint contact the teacher on ClassDojo directly.
- In case the complaint is not clarified, apply through the complaint link via administration@ainalkhaleejprivateschools.com
- Three working days is required for the complaint to be processed and responded to parents.

Points to Consider:

- The subject of the complaint should not violate the Department of Education and Knowledge polices.
- The complaints should not be personal.
- The complaints should not contain offensive or insulting language.
- The complaints should be limited to 50 words.
- The complaints should not violate the country's principles of peaceful coexistence, tolerance and not offend any nationality.

Student Attendance Procedure Plan

- Students should be in school every academic calendar day.
- Students are expected to attend every class on time.
- With case of excused absenteeism, late arrivals and early dismissals, students must adhere to the following daily routine.

The Responsibility of the Parent:

- Reading, understanding, and follow the AAKPS Attendance Procedure Plan
- Promote their child's attendance and punctuality and abiding by the schools' timings
- Understand and uphold the AAKPS Attendance Procedure Plan which states:
  - continued tardiness and absenteeism will result in disciplinary measures and will affect the students' chances of enrolment during the upcoming academic year.
- Ensures that their child attends school wearing the approved school uniform and is fully prepared for the lessons.
- Recognizes that there are legitimate and unavoidable reasons for absence, parents/ guardians may call the school to excuse a student's absence. To excuse an absence, the parent/guardian must call the school office at 03-7811232 / 0563005684 prior to 10 am. If an absence is not called in by 10:00 am, the absence is unexcused.
- The parent/guardian must leave a return telephone number, and a reason for the absence. No one except a parent or guardian may excuse an absence for a student.
- Excused absences should be called in as early as possible.
- All absences due to any medical/Issues for school-sponsored field trips are considered excused.
  - When a student comes to class more than ten minutes after formal instruction has begun, she/he is considered absent.
  - In extenuating circumstances, a student or his/her parent/guardian may appeal to the administration to resolve attendance issues.
- **If a student arrives later than 7:50 am they are considered late.**

Excused Absences:

- Students are responsible for make-up work associated with excused absences. In addition to their availability during the school day, faculty members will establish a time before or after school when they are available to assist students with make-up work. If students are unable to come at this designated time, it is their own responsibility to arrange a time to collect make-up assignments from their teachers, and to turn them in. If a student is absent, make-up work must be turned in within one week of his/her return.
- If a student is excused for an extended period, the teacher shall determine an appropriate and reasonable time - frame for make-up work.
- Teachers will make reasonable efforts to help students make up missed work, but students, parents and guardians must understand that time lost from class is irretrievable. The more often a

- student is absent from class, the greater the likelihood that his or her learning and grades may suffer.
- AAPKS will notify parents/guardians when a student has excused absences of more than 2 in a Term and a conference may be arranged. Parents/guardians need not wait until for a call to set up a conference. They are encouraged to contact their child's learning managers or administrator regarding concerns about their child's attendance.

Unexcused Absences:
- When in school, students are expected to attend all classes and assigned meetings unless excused by an administrator or the nurse.
- If a student is in school, fails to attend a class, and does not have such an excuse, the absence is unexcused.
- If a student arrives more than 10 minutes late to a class, the tardy converts to an unexcused absence.
- If a parent fails to call a student in by 10:00 A.m. on the day of an absence, the school will classify the absence as unexcused.
- Parents/guardians will be called for explanation if a student has an unexcused absence.

Excused Late Arrivals and Early Dismissals:
- If students have doctors' appointments or other obligations that require them to arrive late at school, the parents/guardians may call prior to the student's arrival at school to excuse the late arrival. Upon arrival at school, students should check in at the office to receive permission to go to class.
- Once the school day has begun and a student is in attendance, she/he may be dismissed via a parent/guardian phone call. Early dismissal phone calls must be received prior to the student's departure.
- If the school does not receive timely notification of a late arrival or early dismissal, the student's absence from any classes will be recorded as unexcused.
- If the parent/guardian notifies the school, the student may return to school for a portion of the day after a dismissal. If the returning student will be entering a class late, she/he should check in at the office to receive permission to go to class.
- It is the student's responsibility to follow up with the teacher regarding missed work if s/he has missed a class due to a dismissal.

Assessment Guidelines:

Assessing Student Learning

Teachers must follow the Ain Al Khaleej Private School assessment guidelines when providing feedback and feedforward on all assessed work.

Assessment plays a pivotal role in education. Implementing the California Common Core Curriculum or the MOE curriculum necessitates a clear understanding of assessment's purpose and effective utilization in the classroom:

- **Purpose of Assessment**:
  - Assessment facilitates effective teaching and learning by providing ongoing, authentic measures of student progress.
  - Identifies areas for improvement in attitudes, skills, and understanding.
- **Alignment with Learning Outcomes**:
  - All assessments at AAKPS are directly linked to specific learning outcomes for each subject and grade.
- **Continuous Assessment Focus**:
  - Continuous assessment emphasizes students demonstrating achievement of learning outcomes in their daily work.
- **Data Utilization**:
  - **AAKPS** leverages assessment data to evaluate overall teaching effectiveness and monitor student progress.
- **Responsive Teaching Strategies**:
  - Teachers use assessment data to develop differentiated instructional approaches, fostering responsive learning environments.

Continuous Assessment:

- **Continuous Assessment (CA)**:
  - **Purpose**: **AAKPS** emphasizes continuous assessment to inform effective teaching and enhance learning outcomes.
  - **Framework**: A comprehensive set of CA tasks spans all subjects in Grades KG-12, aligning with specific learning outcomes.
  - **Checklist Development**: Heads of Section (English and Arabic) have meticulously crafted checklists for English, Math, and Science in these grades.
  - **Teacher Responsibility**: Teachers, supported by the Principal, Vice Principal, and Heads of Section, develop additional tasks and conduct continuous assessments.
  - **Core Responsibilities**: Assessing student progress and planning instructional strategies linked to assessments are integral teacher duties.
  - **Pedagogical Approach**: CA employs diverse techniques to gauge student learning.
  - **Activities**: CA activities encompass assignments, research, presentations, reports, quizzes, tests, and practical tasks.
  - **Data-Driven Planning**: CA equips teachers with valuable data for informed planning.

Other Assessment:

🍃 **Diagnostic and Summative Assessment**:

- **Context**: AAKPS employs diagnostic and summative assessments at specified intervals during the academic year.
- **Purpose**:
  - **Diagnostic Assessments**: Establish a common baseline for measuring student comprehension of CCSS or MOE learning outcomes.
  - **Summative Assessments**: Gauge student learning over a defined period.
- **Alignment**: Summative assessments align with broader learning objectives outlined in the AAKPS Curriculums.

AAKPS Feedback and Feed Forward Must Include:

All Feedback provide must have the following criteria's:

- 🍃 Date work completed and Date marked.
- 🍃 Grade (mark in % or #)
- 🍃 Positive comment(s) – need to be specific and linked to learning target.
- 🍃 Specific next steps that are linked to student learning targets(s)

🍃 Feedback needs to be provided on all Formal and Summative Assessment

🍃 All Continuous Assessment needs to be acknowledged and given feedback and feed forward **IF** students are misunderstanding

🍃 **Should teachers require support for assessment and data collection, HoS will coach as needed.**

AAKPS Data Analysis Procedure:

Data Analysis Process:

a. **Gradebook** updated weekly on OneDrive.
b. **Gradebook** compiled on AAKPS Template
c. **Data analysis** – by gradebook criteria – teachers add CA scores weekly and all the outcomes that need to be retaught or extended upon are added to reteach and enrichment weeks. **(*Refer to Reteach and Enrich program manual for process and procedures)**
d. **Action Plan** -created to address GAPS and teaching strategies to address students' needs based on ability (differentiated groups)
e. **Mapping** – Curriculum mapping is modified to track Curriculum progress and make plans for addressing GAPS.
f. **Student progress tracking sheet** – Student tracking form and parents' communication form

> ➢ Form used as a communication tool to keep parents up to date on student progress.

AAKPS Policies

Cultural Consideration and Vetting Resources

- 🖋 The purpose of this procedure plan is to establish a rigorous vetting procedure plan that efficiently vets all material to be curricular and culturally appropriate. This procedure plan is meant to identify AAKPS practices to ensure adherence to the current legislation of the UAE. This procedure plan is meant to identify specific requirements to ensure teaching and learning resources are aligned with the UAE's cultural awarenesses.
- 🖋 Ain Al Khaleej School has established a vetting committee to effectively ensure that all material, both hardcopy and online, are vetted to meet curricular, UAE cultural and UAE social expectations.

AAKPS Vetting Committee Members are:
Principal: **Mr. Raed Qasrawi**
Vice Principal: Ms. Samar Elhamalawy
Arabic Head of Section: **Ms. Suhad Samara**
Science American Lead: **Dr. Vikram Awate**
Math American Lead: Mr. Abdulmegid Ahmed
English Lead (American and MOE): Ms. Bronwyn David
KG and Primary Lead: Marcia Harker
Math MOE Lead: **Mr. Hasan Al Rishani**
Science MOE Lead: **Ms. Rawia Salem**
Librarian: **Sara Abbraa**
IT Technician: Mr. Mahmoud Gomaa

Hardcopy Material and Resources
- 🖋 Each English teacher must submit all ELA resources to Ms. Marcia Harker for approval, American mathematics and Science resources are to be submitted to Dr. Vikram for approval, MOE Math resources are to be submitted to Mr Hasan for approval, all MOE science resources must be submitted to Ms. Rawia for approval and all Arabic, Islamic Studies and Social studies material are to be submitted to Ms Suhad for approval. Vetting committee has vetted and approved HMH as the official American resources, provided that they only use the hardcopy material previously vetted. Regarding MOE curriculum, AAKPS uses MoE approved textbooks for the MoE mandatory subject (Islamic Studies, Social Studies and Arabic). All hardcopy material in the library has been vetted and any books that does not meet curricular, cultural or social expectations are immediately removed. All questionable material is removed from shelves and reviewed by vetting committee. If required, the list will be submitted to ADEK for final approval.

Biology:

- According to the Cultural Consideration Policy AAKPS has informed parents in advance of the lesson, including the topics that will be covered (and whether the topic will be covered in any assessments), and allow parents to excuse their child from attending the relevant lesson with a written exemption.

NOTE: All external hardcopy materials are vetted through:

Hardcopy Vetting Resources Tool: Ed Reports

https://www.edreports.org/

Online Resources and APP's:

- AAKPS undertakes a rigorous vetting process if /when any new material is presented to students. All online material needs constant vetting, therefore AAKPS, has established a Teams application Form that all teachers must use if they are using any online material or App's that has not received previous approval. Teachers have been provided with a preauthorized list that has been vetted against curricular expectations, UAE culture, values, national identity and social appropriateness of App's and online resources and is updated as needed. Please find vetting process chart below:
- **NOTE**: All online material/Apps are vetted for age appropriateness and curricular expectations through:

Online Vetting Tool: Common Sense Education

https://www.commonsense.org/education

<h1 style="color:red; text-align:center">If in doubt, DO NOT USE</h1>

Ain Al Khaleej Child Protection and Safeguarding Procedure Plan:

- Ain Al Khaleej fully recognize our responsibility to safeguard and promote the welfare of children. This policy provides all staff working within AAKPS the necessary guidance for ensuring all students are safe whilst in the care of the school. It also informs parents and guardians how the school will safeguard students.

Context

- We recognize that children have a right to feel secure and cannot learn effectively unless they do so. Parents, Carers, and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical,

or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst AAKPS will work openly with parents as far as possible, AAKPS reserves the right to contact the police, without notifying parents if this is in the child's best interests. AAKPS is concerned about the welfare and safety of all its students and attempts to create an environment in which students feel secure and valued and in which they are listened to and taken seriously.

We educate and encourage students to keep safe by:
- Identifying the different types of abuse and what that might look like, feel like and sound like.
- A school ethos which promotes a positive, supportive, and secure environment and gives students a sense of being valued.
- The creation of a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Key Points for All Stakeholders
- Case reports and student data are strictly confidential. The identities of the student subject to alleged abuse or neglect, the alleged perpetrator, and the person reporting the alleged case must be kept confidential by all parties involved in the case.
- The data should be shared only with authorized individuals from the **ADEK Division** in charge of child protection and the Ministry of Interior – **Child Protection Center and Social Support Center** authorized staff.
- School staff are strictly prohibited from discussing active or closed cases with the media, any third parties, other staff, or unauthorized **ADEK staff**, except for investigative and judicial authorities who are working within their legal responsibilities.
- Given the critical importance of understanding and complying with all aspects of this policy to ensure the protection of students, **the Ministry of Interior – Child Protection Center in coordination and collaboration with ADEK** shall conduct child protection training for school leaders and other specified staff for which attendance is mandatory.

Protection for the Principal/designated member of SLT
- The Principal/designated member of SLT should be afforded legal protection as they act in the best interest of the child and under the direction of MOI Child Protection Centre and/or police.
- The principal/designated member of SLT acts in the role of child advocate until such time as they are relieved of their duties by an MOI CP official or the parents. Student advocacy requires the principal/designated member of SLT to support and enable young

people to express their views and concerns, access information and services and defend and promote their rights and responsibilities.

🖋 They should not be subject to any harassment while fulfilling their safeguarding responsibilities.

🖋 Principal/designated member of SLT acknowledges the significant responsibility and potential emotional toll of the role of Principal/designated member of SLT. As part of our duty of care to staff, Principal/designated member of SLT may access external psychological debriefing (supervision) opportunities to ensure their wellbeing is maintained. Accessible on a termly basis, and more frequently should occasion arise, Principal/designated member of SLT will be able to share confidentially and access professional support and guidance.

Student Behaviour policy and Student Code of Conduct

🖋 Ain Al Khaleej School will fully implement Article 8 from the ADEK Policy on Managing Student Behaviour in General Education Institutions for **offenses of behaviour** which state:

> *"Behavioural offences are classified into four levels according to their degree, seriousness and impact on the student, the educational environment and society in general. Their respective procedures are implemented according to this policy, each of which shall be documented according to the approved systems and models and shall be managed in accordance with the educational systems."*

1. Offences of the first degree (minor) - (4) marks each.

No.	Description of the offences
1.1	Lateness to the morning assembly or failure to participate in it without an acceptable excuse, or tardiness to the first period of no more than (10) minutes without an acceptable excuse
1.2	Entering or exiting the classroom during lessons without permission, or not attending classes or school activities without an excuse
1.3	Non-compliance with the school or PE uniform, or failure to maintain it
1.4	Failure to bring books and school supplies
1.5	Failure to follow the rules of positive behaviour inside and outside the classroom, such as: keeping quiet and demonstrating self-discipline during lessons, or making inappropriate noises inside or outside the classroom
1.6	Sleeping during lessons or formal school activities without justification or permission (after confirming the health status of the student)
1.7	Eating during lessons and during the morning assembly without justification or permission (after confirming the health status of the student)
1.8	Non-compliance with the submission of homework and/or assignments on time
1.9	Bringing means of communication such as a mobile phone

1.10	Misuse of electronic devices such as tablets and others during lessons, including the use of electronic games and headphones in the classroom
1.11	Any similar offences at the discretion of the Behaviour Management Committee at the school

2. Offences of the second degree (mild) - (8) marks each

No.	Description of the offence
2.1	Repeating a first-degree offence
2.2	Absence from school before or after vacations, public holidays, weekends and prior to exams
2.3	Exiting school without permission, or truancy during the school day; also considered absence
2.4	Inciting fights, threatening or intimidating peers
2.5	Committing what shall be considered a breach of the school's common decency or values and customs of the society, such as imitating the opposite sex in clothing, appearance, haircuts, and the use of cosmetics, etc.
2.6	School graffiti and vandalism of school furniture or school buses
2.7	Photographing and possession, dissemination and circulation of photographs of school staff and students without their permission
2.8	Verbal abuse
2.9	Smoking on school premises or possession of smoking Paraphernalia
2.10	Any similar offences at the discretion of the Behaviour Management Committee at the school

3. Offences of the third degree (serious) - (12) marks each

No.	Description of the offence
3.1	Repeating a second-degree offence
3.2	Acquisition, possession, display and promotion of unauthorized physical media or electronic materials in violation of values, morals, etiquette and public order
3.3	Defaming and insulting peers or school staff on social media
3.4	Bringing or possessing bladed weapons or the like within the school
3.5	Sexual harassment within the school
3.6	Physical assault on peers or school workers (bullying)
3.7	Theft or concealment
3.8	Destruction, vandalism or seizing of school property and/or facilities
3.9	Insulting heavenly religions, or provoking anything that causes sectarian strife in school
3.10	Tampering, vandalism or destruction of school buses or harming road users
3.11	Any similar offences at the discretion of the Behaviour Management Committee at the school

4. Offences of the fourth degree (extremely serious) - (20) marks each

No.	Description of the offence
4.1	Repeating a third-degree offence
4.2	Bringing, possessing or using firearms or bladed weapons or the like within the school
4.3	Sexual assault within the school
4.4	Physical assault leading to injury to peers or school staff
4.5	Leaking exam questions or participating in that in any form
4.6	Causing fires within the school premises
4.7	Impersonating others in school transactions, or falsifying school documents
4.8	Insulting political, religious or social symbols in the country
4.9	Possessing, bringing, promoting or using drugs, narcotic medications or psychotropic substances within the school, or coming to school under the influence of drugs, narcotic medicine or psychotropic substances
4.10	Broadcasting or promoting extremist, expiatory or atheistic ideas and beliefs against the social and political policies of society
4.11	Any similar offences at the discretion of the Behaviour Management Committee at the school.

(Article 8, p. 13-16)

Ain Al Khaleej School Health and Safety Procedure Plan

School Practice and Procedure Safety Protocols

- These procedures ensure compliance with all OSH policy and guidelines created by **ADEK OSH** Section. OSH documents used by the schools will be created, approved and distributed in a controlled manner and in doing so, facilitate easy identification through the application of consistent formatting, availability of current versions and removal of superseded or obsolete documents.
- OSH records generated as a result of OSH activities conducted by the school are to be appropriately identified, stored, retained and disposed of according to relevant OSH legislative requirements.
- OSH roles, responsibilities and accountabilities should be defined by senior management and added to position descriptions.
- Generally, **ADEK OSH Section** will create OSH documents centrally where there is a need to establish consistency across all schools in meeting the minimum requirements of the AD EHSMS RF. Additional OSH documents may be required for specific situations and activities at School level. These documents should be approved, maintained and reviewed in accordance with the Technical Services manager of Ain Al Khaleej Education.

Contractors

- Ain Al Khaleej Operations, and the Facilities Manager are responsible for the selection and management of contractors in accordance with the school policy and ensuring their compliance with school procedures including OSH.

Educational Visits and Journeys

- The principal is responsible for ensuring that all School trips are managed in accordance with the school trip policy and procedures which all teachers must be familiar with and adhere to.
- The trip leader should decide how information is provided but must ensure that the students understand key safety information. For some students on overnight visits, it will be their first experience away from home on their own and in the close company of other students. Students should understand:
  - The aims and objectives of the visit/activity.
  - The background information about the place to be visited.
  - Basic foreign words where appropriate; relevant foreign culture and customs; How to avoid specific dangers and why they should follow rules.
  - Why safety precautions are in place.
  - Why special safety precautions are in place for anyone with disabilities, medical or educational needs; What standard of behaviour is expected from students.
  - Appropriate and inappropriate personal and social conduct including sexual activity, who is responsible for the group.
  - What not to bring back either within the UAE or from abroad such as drugs, knives etc.; What to do if approached by anyone from outside the group.
  - Rendezvous procedures.
  - What to do if separated from the group, Emergency procedures.

Fire Precautions and Emergency Procedures

- The principal is responsible for ensuring:

  - That a Fire Risk Assessment is completed and reviewed annually.
  - That the school emergency plan and evacuation procedures are regularly reviewed. The provision of fire awareness training for selected staff.
  - That an emergency fire drill is undertaken every term.
  - The preparation of specific evacuation arrangements for staff and/or students with special needs.

The Facilities Manager is responsible for:

  - The formal maintenance and regular testing of the fire alarm and emergency lighting.
  - The maintenance and inspection of the firefighting equipment.
  - The maintenance of exit/escape routes and signage.
  - Supervision of contractors undertaking hot work
  - All staff must be (made) familiar with the school fire safety risk assessment, emergency plan and evacuation procedures which is communicated in the Fire Safety Management Policy.

First Aid

Health and Safety (First Aid, CPR)

- Ain Al Khaleej School requires that 10% of staff (it is mandatory for the Nurse and Health and Safety Officer to be properly certified) to be receive on-going First Aid training, with their sole purpose to dissemination of knowledge about all health, safety and prevention matters.
- Ain Al Khaleej school staff are aware of their expectations and are trained on what signs to look for with regards to student health, protection, and safety matters.
- First aid boxes with supplies can be found in the following areas:
  - In every classroom next to the door
  - Front of every corridor on each floor
  - Nurses station
- It is the responsibility of the Clinic nurses to ensure that stocks of supplies are kept up to date on a regular basis.
- All staff must be familiar with the school arrangements for First Aid.

Hazardous substances

- The Facilities Manager is responsible for ensuring that all cleaning and maintenance products that may be hazardous to health are assessed before being used.
- The substances must be stored securely in accordance with the manufacturer's instructions and only used by authorized persons trained in the safe use of the product.
- All staff are reminded that no hazardous substances should be used without the permission of the principal. The Heads of Departments will be responsible for ensuring risk assessments are carried out and communicated for any authorized products.

Inclusion

- All teaching and support staff should be familiar with the School's Inclusion policy.
- The principal is responsible for ensuring that there are adequate facilities and support staff to ensure the health, safety and welfare of any student with special educational needs (POD).
- All teaching and support staff must be given some information about a student's needs and receive such training as is necessary for them to be able to support the student's learning, social and personal needs.
- The Heads of School must ensure that all risk assessments for curriculum activities are adapted as necessary to ensure the safety of any student with SEN. No student should be excluded from an activity on the grounds of health and safety unless this is unavoidable.
- Where it is considered essential to exclude a student from all or part of an activity this exclusion must be authorized by the principal.

Manual Handling and Lifting

- The principal will ensure that any significant manual handling tasks are risk assessed and these tasks eliminated where possible.
- No member of staff should attempt to lift or move any heavy furniture or equipment themselves but must ask the Facilities Manager to arrange for assistance.
- Students are not allowed to move or lift any heavy or unwieldy furniture or equipment.

Risk Assessments

- It is the principal's responsibility to ensure that potential hazards are identified and that risk assessments are completed for all significant risks in the school. The principal and school leadership team are responsible for ensuring general risk assessments are carried out.
- The Facilities Manager will ensure risk assessments for maintenance and cleaning tasks are carried out regularly and monitored through dated checklists.

All extra-curricular activities are only approved after risk assessment analysis has been mitigated.

Smoking

- Smoking is not permitted anywhere on School premises.

Sports Equipment

- The PE team is responsible for ensuring that all sports equipment is suitable and safe for the activities planned and the age and abilities of the students.
- Risk assessments are to have been completed for all sports activities and all staff must be familiar with these.
- Equipment such as wall bars, ropes, beams, benches, and mats are formally inspected annually by a competent contractor.
- All sports equipment must be visually checked before lessons and returned to the designated store area after use.
- Students must not use the sports equipment unless supervised.

Any faulty equipment must be taken out of use and reported to the PE team.

Security/Violence

- Reporting to the Operations Manager, the Facilities Manager and the security team are responsible for the security of the school site and will undertake regular checks of the boundary walls/fences, entrance points, outbuildings and external lighting.
- They are also responsible for the security of the site during after-school use.
- Where an electronic pass ('swipe card") door access system is in operation, the issuing and control of these passes will be controlled by the Facilities Manager/Principal. Staff must report the loss of a card immediately to the principal.
- Staff must question any visitor on the school premises who is not wearing a visitor badge and escort them back to reception. If an intruder becomes aggressive staff should seek assistance.
- Meetings with parents known to be verbally abusive or threatening in their behaviour should only be held in an area of the school where assistance is available. The principal should be notified in advance of these meetings where possible.

- Any incidents of verbal abuse or threatening behaviour by parents, visitors or students must be reported immediately to the principal.

Site Maintenance

- In line with general inspection protocols as outlined in the BCAD OSH Inspection Policy or post reporting of a fault or incident as outlined in the BCAD OSH Incident Policy, the Facilities Manager is responsible for:
  - Removing faulty equipment as directed by staff and if appropriate arranging for its repair or replacement. Staff must not attempt to repair equipment themselves.
  - The detailed arrangements for the maintenance and inspection of equipment are described in the site maintenance procedures.
  - Ensuring the basic maintenance of the school premises and grounds and ensuring cleaning standards are maintained*.*

Stress/Mental Health:

- The Senior Leadership Team are responsible for taking steps to reduce the risk of stress in the school by taking measures to ensure colleagues are supported through:

  - An environment in which there is good communication, support, trust and mutual respect.
  - Training to enable them to carry out their jobs competently.
  - Control to plan their own work and seek advice as required. Involvement in any major changes.
  - Clearly defined roles and responsibilities.
  - Consideration of domestic or personal difficulties.
  - Individual support, mentoring and referral to outside agencies where appropriate.

Visitors and Contractors

- All visitors must sign in and out at the school security gates. This includes parents and peripatetic teachers/specialists. A pass will be issued which must be always worn and clearly visible in school.
- Visitors to the school will be made aware of the emergency procedures and other safety information as is relevant.
- Contractors undertaking maintenance work on the school will be informed of the emergency procedures and any risks in their work area e.g., fragile roofs*.*

Assessments and Records
- OSH records including risk assessments generated as a result of OSH activities and processes at the school are retained as evidence of compliance to relevant legislative requirements,

including the AD EHSMS RF. Stored OSH records need to be retained for the period of time specified in the table below.

- Some records, such as health records, must be stored for long periods of time. These are stored electronically in an archive on the School Management Information System.
- All types of documents can be disposed of via paper recycling bins, except confidential documents which must be disposed of by shredding. Shredded paper can then be recycled.
- Any record that contains confidential information must be identified as 'confidential' on the OSH Records Register and stored in a secure area to prevent unauthorized access. For example, a lockable filing cabinet for hard copies of personal health records or a folder with password protection for electronic records.

Staffing and Resources

- The principal has the overall responsibility for ensuring that the Health and Safety Policy is effectively implemented and that proper resources are made available in order to achieve this.
- The principal supports the Governing Body by ensuring that:
    o This Policy is clearly communicated to all relevant persons.
    o Appropriate information on significant risks is given to visitors and contractors. Appropriate consultation arrangements are in place for staff.
    o All staff are provided with adequate information, instruction and training on health and safety issues. Risk assessments of the premises and working practices are undertaken.
    o Safe systems of work are in place as identified from risk assessments. Emergency procedures are in place.
    o Machinery and equipment are inspected and tested to ensure it remains in a safe condition.
    o Records are kept of all relevant health and safety activities e.g., assessments, inspections, accidents, etc.
    o Arrangements are in place to inspect the premises and monitor performance.
    o Accidents are investigated and any remedial actions required are taken or requested. The activities of contractors are adequately monitored and controlled.
    o A report to the Governing Body on the health and safety performance of the school is completed annually.

Note: The Senior Leadership Team shall be fully understanding of the above responsibilities, effectively support the Principal and provide the necessary leadership in any absences.

Teachers Responsibilities during class and Extra-curricular activities (indoor and outdoor)

- Teachers have special obligations in that they are must:
    o Exercise effective supervision of their students and know the procedures in respect of fire, first aid and other emergencies, and to carry them out.

- o Follow the OSH procedures applicable to their area of work.
- o Give clear oral and written health and safety instructions and warnings to students as often as necessary.
- o Ensure the use of personal protective equipment and guards where necessary.
- o Make recommendations to their Heads of Department/Head of School on OSH equipment and on additions or necessary improvements to plant, tools, equipment or machinery.
- o Integrate all relevant aspects of safety into the teaching process and, where necessary, give special lessons on health and safety in line with National Curriculum requirements for safety education.
- o Ensure that personal items of equipment (electrical or mechanical) or proprietary substances are not brought into the school without prior authorization.
- o Regularly check their classrooms for potential hazards and report any observed to the Facilities Manager.
- o Report all accidents, defects and dangerous occurrences to their Head of Department in the first instance who will minute the matter in their department minutes.
- o Ensure all **extra-curricular** activities are suitable and safe for the students and is planned based on students' age and ability level.

AAKPS RTI FRAMEWORK: Support for Struggling Students

- AAKPS assessment policy requires all students below 65% to be placed on the RTI or Response to Intervention plan. The RTI framework provides early intervention and support to struggling students, whether they are struggling academically or behaviorally. HMH educational program adapted by AAKPS, has RTI already built in to support teachers with differentiated tasks that still guides students towards attaining their expected learning outcomes.
- The RTI process involves screening, progress monitoring, and intervention.
- Depending on the data and evidence collected throughout the assessment process, there are 3 tiers of support that is provided.
  - o **Teir 1** is the primary level of support and involves evidence-based instruction provided to **all students** in the classroom.
  - o **Teir 2** involves targeted interventions provided to **students who fail to make the necessary progress** in the classroom.
  - o **Teir 3** involves intensive interventions provided to **students who continue to struggle** even after receiving Tier 2 support.
- The critical feature is the use of data to inform planning. Teachers collect summative and formative data to identify and plan for at risk students.
- If students are identified as at-risk, they receive targeted interventions and progress monitoring to ensure they are making progress.

- Students who do not respond to Level 2 interventions may be referred for Level 3 interventions.

AAKPS Extra-Curricular and Enrichment Program

- AAKPS has developed an initiative that provides the opportunity for students to participate in academic activities based on their interests. This is an opportunity for our students to try something new, challenge themselves, be innovative, explore new learning or even expand on something they love. This extra-curricular program provides an opportunity to enhance students' academic, personal, and social growth through collaborative and interactive activities. Students are given chance to take learning beyond curricular expectations and develop confidence and achievement through interest-based learning which directly aligns with the schools' goals.
- **Fridays** reflect 2 types of learning. The first half of the morning (8 am - 10 am) are regular scheduled curricular linked lessons. However, after the first three periods (9:45 am) students are encouraged to stay until 12 pm to participate in our extra -curricular activities. Students will be done their required lessons by 9:45 am and after a break we will hold 2 activity sessions. **Session 1** will take place from 10 am to 11 am and **Session 2** will be from 11 am to 12 pm.
- Each week students are exposed to activities that either extend their weekly teaching and learning beyond the curricular expectations while linking their learning the real-life experiences, their will participate in a cultural/national celebration, or even try something new**.**

School Practice and Procedure for Student Academic Guidance and Pastoral Care

Graduation:

- Ain Al Khaleej offers the California Common Core curriculum starting from KG. Common Core standards clearly lays outs guidelines for what students need to know in the 3 core subjects of English, mathematics, and sciences from Kg to Grade 12.
- An American curriculum diploma is accepted for entrance by all US universities and colleges.

Graduation Requirements:

1. Students must earn a total of 24 credits between Grades 9 to Grade 12 for a General Diploma and 32 credits for Advanced Studies Diploma (AP)
2. Students must pass at least 5 subjects out of the 21 prescribed list with a minimal score of 60% per subject. Arabic, Islamic Studies and Social Studies are not included as part of the 5 subjects.
3. Students must pass UAE Ministry of Education (MOE) Arabic Studies Exam taken in Grade 12.
4. Students must pass UAE Ministry of Education (MOE) Islamic Studies exam taken in grade 12.
5. Students must pass a paper-based test TOEFL (500) and digitally based test TOEFL (172)

Career Guidance and Future Planning:

- Our school counsellor supports AAKPS students in academic, personal and career prep development in order to ensure students are equipped with competency in self-knowledge academics and career planning. Students at AAKPS are encouraged to begin planning for their careers from middle school. They are guided and supported through our school counsellor to think about career choices prior to entering high school so they can make informed decision about courses that is aligned with their career path. Through our partnerships with the Abu Dhabi University In Al Ain (ADU) and Al Ain University (AAU) we ensure our students are at the forefront of scholarship opportunities in every subject.

- Our partnership with the Abu Dhabi University (ADU) offers nationally and internationally accredited programs and a state-of-the-art laboratory infrastructure. ADU has over 50 internationally accredited post-graduate and undergraduate programs to choose from. Grade 12 students from AAKPS are invited annually to career setting events at ADU. AAKPS graduates are given 20% discount upon admission to ADU.

- Al Ain University AAU's commitment to deliver quality undergraduate and graduate programs that are characterized by rigorous disciplinary depth and breadth, with a high level of direct interaction between faculty and students creates opportunities for students to align their interests with their career path. AAUs' collaborative partnerships with schools, businesses, corporations, government agencies, community organizations, community development organizations, religious institutions, and civic organizations to provide, develop, and implement community-building efforts, provide variety to students planning their careers. AAKPS graduates are given 20% discount upon admission to ADU.

- Ain Al Khaleej School's take pride in involving universities to participating in our elementary and secondary education delivery systems to improve teaching and learning at all levels. Our partnerships we build with universities are an important part of our efforts to prepare our students for acceptance into the university of their choice. We offer the following career developing opportunities:
    1. School counsellor guidance and support (ongoing)
    2. School counsellor collaborating with universities for quarterly visits.
    3. Career prep seminars both from school and at universities
    4. Ain Al Khaleej Career Guidance Handbook – provided to Grade 9 students upon enrolment.
    5. Highschool Parent Conference sessions at the beginning of each school year

Career Readiness:

- The Common Core State Standards (CCSS) arose from the idea that creating one set of challenging academic expectations for all students will improve achievement and college readiness. CCSS undergraduates how to think and approach problems from multiple disciplinary perspectives.

- Through the study of Humanities, Social Sciences, Physical Sciences and Biological Sciences our students engage with the language, questions and methods that characterize broad fields of inquiry. CCSS draws on the diversity and cultural wealth of the world's traditions and spans the content and methodologies of 21st-century disciplines across the Arts and Humanities,

Engineering, Science, and Social Science. It offers competencies that will help graduates address major global challenges.
- Our goal here at AAKPS is to engage students with the range of insights, habits of mind, and academic experiences that can enrich their own reflections and activities in the world. The result is a students' ability to cultivate their own, unique minds and voices.

AAKPS Resources

- American Curriculum has collaborated with HMH to provide not just resources but a learning program for all students. As students become 21st century learners, E-learning tools provide students with an open slot. These platforms provide an opportunity for aligning learning experiences to student's needs, to also provide students the opportunity to extend their learning.

Learning Tools for teacher and students:

Resources	Grades	Subjects	Online Support
HMH Into literacy	KG-12	ELA	Ameria
HMH Into Math	KG-12	Math	Growth Measure
HMH Into Science	KG – 12	Science	Growth Measure
IPAD	KG – 9	All subjects	HMH online resources
NOTE: MAP Testing is conducted online 2 times per year			

Innovation, Creativity and Cooperative Learning

Innovation and Creativity

- AAKPS aims to establish the ideal classroom environment where students connect, grow and innovate with both class content and with one another in order to prepare them to a world that promotes innovation.
- Our classrooms are a safe place to create, ask questions, and fail. AAKPS teachers create the required mood and tone in the classroom to instill positive cultures that incite authentic learning which in turn leads to having students interactively and positively connect with content, their peers, and their teacher. For the teachers to create a more innovative and entrepreneurial classroom, they should take the following key actions into consideration:

Ask More Open-Ended Questions

- Open-ended questions give the students plenty of room to voice their thoughts, concerns, and points of view. There is no right or wrong answer and that eliminates the fact of disappointment or embarrassment a student may experience. Students listen to one another, collaborate in generating new ideas in a risk-free environment, and demonstrate leadership skills. Such questions will have the students make personal and real-life connections.

Create A Place for All Learners (with different personalities)

- Students like us all have different personalities; some are shy (introvert), while others are outspoken and open (extrovert).
- Teachers should cater for both categories through the activities/projects they design. Group work (whole or small group) helps the extroverts to bloom, whereas it demotivates the introverts. On the other hand, designing some activities/projects that demand quiet reflection or individual research will give the introverts the opportunity to thrive. The extroverts will feel lost now for not being the center of attention and will even try to cause some disruption in order to attract attention.
- Teachers should prepare both the introverts and the extroverts to the real life by exposing them both to the two kinds of activities – group and individual. In this way both categories will adapt gradually and develop love and joy for learning.

Find the Problems – Solve Innovatively

- Teachers will guide he students to look at life issues thoroughly and propose subtle problems. This requires collaboration for each student views the issue from a different perspective. After problems are spotted, the students will collaboratively work in order to use their intellectual and imaginative vision in order to create (innovate) solutions.

Let Students Take Risks and Fail

- The classroom is already characterized by trustworthiness and a sense of comfort. So when teachers provide real-world projects that give students problems to solve, they are having them involved in making decisive decisions that most probably fail. Yet, the students will accept and even appreciate this failure because it was in their comfort zone. After the first failure, the students will step up and go through this experience again but with a better perspective and better chances to succeed. Students will not be afraid to attempt anymore knowing that failure is an integral part of success.

Invite Entrepreneurs and Innovators into the Classroom

- Using technology as a venue for communication, teachers can reach out to different leaders through social media sites with a click of a button. Invite these leaders into your classroom either through live-interaction or through virtual me AAKPS like MS Teams or Zoom. These leaders can be a source of inspiration to the students and can even shape their (students) life course later.

Online Safety, Digital Citizenship and Netiquette

Purpose

- The purpose of this document is to "prepare our students for the 21st century by engaging them in meaningful learning experiences that meet the highest educational standards coupled with cutting age technological insight in a caring, collaborative community where each student flourishes as a responsible leader in an ever-changing global community." What sets us all to achieve this mission is the active involvement of our students in the virtual learning process that gives them ultimate access to the world.

- The following sections are some key points to keep students safe online and make sure they represent themselves, their school and their country in the most positive way.

    1. **Staying Safe Online**
    2. **Netiquette**
    3. **Digital Literacy**
    4. **Cyberbullying**
    5. **Parent Support**
    6. **Accessibility**

Staying Safe Online: What tips will help our students stay safe online?
The Seven P's.
- *Passwords*
- *Private Information.*
- *Personal Information*
- *Photographs*
- *Property and Permission*
- *Professionalism*

Password:
- Students should always keep the password safe.
- At school, each student will be provided with his/her own password to the different platforms and E-Resources accounts.
- After the students receive a password for an IXL or other accounts from a teacher, they should make sure to reset the password into a complicated one (follow the instruction in the following section).
- Students should never share their password for their school accounts with anyone other than parents.
- If a student suspects that someone else has gotten into his/her account, he/she should immediately change the password, keep it safe, and notify the school administration and IT Help Desk.

Creating Password:

How to create a strong password?
- It should have at least 8 characters.
- It should include numbers, symbols, capital letters and lower-case letters.
- It should NOT be a dictionary word or combination of dictionary words.

Private Information:

- Students should NEVER give out their private information.
- Students should not share information like:
  - Where they live.
  - Their phone number.
  - Which school they go to.
  - Their email addresses.

Personal Information:
While online,
- Students should NEVER give out their personal information.
- Students should NOT share information like:
  - The number of brothers and sisters they have.
  - Their age/date of birth.
  - Their favorite food.

Photographs/Videos:
- Students should NEVER share photos and videos of themselves.

  Photos and videos might show private details like location through geotagging, street signs, license plates, facial recognition software, and buildings.

Property Permission:
Academic Honesty:
- If a student would like to use the work of other people's work (projects, videos, photos, PPTs, …), he/she must go to the sources, check if he has permission to use it, and finally cite the referential source.
- Students can always ask their teachers and librarians to explain more about copyright, Creative Commons and how to generate a license for their own work.

Professionalism

- Our students should know what acceptable behavior looks like during synchronous and asynchronous sessions.

NETIQUETTE - How should a student behave online?
Netiquette while using MS Teams/LMS

- Students should join the class on time.
- Students should keep their microphone on "Mute" so that the background noise in your home cannot be heard.
- If a student joins the class late, he/she should not interrupt the class.
- If a student wants to answer a question, she/he should "Raise the Hand" on Microsoft Teams and follow the teacher's directions to do this.
- If a student has an urgent question, he/she should type it in the chat box, so he/she does not forget it, but does not interrupt the class while the teacher is still explaining.

While using the "Chat" function on MS Teams/ LMS:

- When sharing thoughts and ideas by speaking or typing, students should make sure these thoughts and ideas are related to the topic in the lesson.
- Students should keep the 'CAPS' lock OFF when they are typing. Otherwise, it will seem they are 'SHOUTING'.
- Students should respect each other.
- Students should always remember to say "Please" and "Thank you" when getting help from their classmates or teacher.
- Students should respect the opinion of their classmates. If a student needs to disagree, he/she should do so respectfully without forgetting to acknowledge the valid points in her/his classmate's argument.
- If a student wants to refer to something his/her classmate said earlier in the discussion, the student should quote just a few key lines from his/her classmate's post so that others won't have to go back and figure out which post the student is referring to.
- Students should be forgiving. (What is needed is a safe learning environment for all.)
- Students should run a spelling and grammar check before posting anything to the discussion board.
- Before posting a question, students should check if anyone has asked the same question already and received a reply.
- Students should address their teachers by Mr. or Ms. when they post a message.

   ….and Students should REMEMBER!!!!!
   ...before they post anything, they should pause and think if what they are about to post is their best self.
   ...is it offensive?
   …will it misrepresent who they are – their family values and their culture?
   ...will it harm someone else?
If it isn't, then students should NOT post. (It's not worth it.)

Digital Literacy: How can students demonstrate Digital Literacy?

Digital Literacy Skill Indicators

Students should:
- Collect, record and verify data.
- Access information to be informed and inform others.
- Make connections between various sources of information.
- Present information in a variety of formats and platforms.
- Collect and analyze data to identify solutions and make informed decisions.
- Process data and report results.
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- Understand and use technology systems.
- Use critical literacy skills to analyze and interpret media communications.
- Understand and implement intellectual property rights.
- Create references and citations, use footnotes/endnotes, and construct a bibliography according to recognized conventions.
- Identify primary and secondary sources.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (including digital social media and online networks).
- Demonstrate awareness of media interpretations of events and ideas (including digital social media).
- Make informed choices about personal viewing experiences.
- Understand the impact of media representations and modes of presentation.
- Seek a range of perspectives from multiple and varied sources.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Compare, contrast and draw connections among (multi)media resources**.**

- *Reflection: These are some of the skills students need to practice through their subjects in order to get better at them for how they approach situations in life. Students need to reflect on how good they are at some of these skills, which skills they need more practice on, and ask their teacher for tips.*

Digital Literacy Tips
- The platforms used at Ain Al Khaleej Private School are Microsoft Office 365, LMS, and MS Teams. If students/staff don't know how to use or access them, they need to contact the Help Desk for further support.
- Students/staff need to use their Microsoft Office 365 accounts to access Microsoft Teams or LMS.
- Students/staff should always save a copy of their work after they upload it to any of the platforms. They can also use the one drive to save their work and access it anytime using their Microsoft Office 365 account.

- Students/staff should organize their desktop by specific folders' names so they can access them easily for reference.
- It is highly recommended to use the device local OneDrive to have all the files uploaded on the cloud and accessible across all devices the user uses.

Creating the Content:
- Users should make sure that they properly cite other people's work which include pictures, websites, videos, and journals.

CYBER BULLYING - What should a student do if someone uses hurtful words against him on the internet? IS IT BULLYING?

- When someone says or does something *unintentionally (not on purpose)* hurtful and they do it once, that's **RUDE**.
- When someone says or does something *intentionally (on purpose)* hurtful and they do it once, that's **MEAN**.
- When someone says or does something intentionally hurtful, and they *keep doing it* even when they are told to stop or show that it is upsetting – that's **BULLYING**.

WHAT SHOULD A STUDENT DO if any of the cases above apply?
Students should:
- Tell someone they trust immediately (parent, teacher, or supervisor).
- Report the person/group.
- Block the person/group.
- Save the evidence.
- Not reply.
- Stay positive.
- Report anyone asking him/her to bully another student.

Parent Support: What can a parent do to help his/her child navigate the digital world?

Parents should:
- Make sure their child understands that digital devices and their (digital devices) use shouldn't be taken for granted.
- Create essential agreements with their child about the amount of screen time they get a day as well as the applications they use.
- Spend time monitoring their use of the digital devices or place parental controls on the device.
- Speak to their child about privacy and tone.
- Go through the navigation video guides so they are familiar with how the platforms and/or E-Resources work.
- Make sure their child knows that he/she should report any cyberbullying immediately.

Copyright and Plagiarism Guidelines:

What is the difference between copyright and plagiarism?
Copywrite:

- Copyright refers to the legal matters like who "**owns the rights**" to use resources or materials. The copyright status is important to know as it defines **HOW** this item can be used for academic purposes.

Plagiarism:

- Plagiarism is "the practice of taking someone else's work or ideas and passing them off as one's own" (retrieved from: https://www.google.com/search?q=plagiarism+meAAKPS&rlz=1C1GCEA_enAE866AE866&oq=palge&aqs=chrome.2.69i57j0l7.4983j0j7&sourceid=chrome&ie=UTF-8)

Adapted from: https://www.xavier.edu/library/about/documents/Copyright_9-23-08.pdf

Communication Media and Protocols

Communication Media
- Ain Al Khaleej Private School ensures to update all stakeholders with all the relevant information needed. Important communications may include schedules, calendars, deadlines, events, changes in programs, platform manuals, safety, and security topics.

Protocols

School updates and messages from the administration should abide by this protocol:
1. All official school -based communications must be written in both English and Arabic.
2. Administration will check the message draft for accuracy and appropriateness.
3. The draft will be reviewed by the language editors.
4. The final document will be submitted to the principal for approval.
5. The assigned person will post the approved message on the platform for parents' and/or students' reference.

Personal phone numbers of staff won't be shared with students/parents for any reason.

Communication
- Parents are encouraged to communicate with their teachers through, ClassDojo or MS Teams
- AAKPS holds Parent-Teacher Conferences at least 2 times during the school year.
- AAKPS also accommodates Student Conferences throughout the year for evaluation and assessment purposes.
- These conferences are held at the beginning and mid-way through the academic year. Parents will be notified by about the dates and times of conferences.

- The purpose of these conferences – whether done virtually or physically on campus - is to allow parents to meet with their kid's teacher and inquire about the kid's academic progress of the student. Parents are highly encouraged to attend the conferences.
- AAKPS strongly believes that positive parent-teacher relationships lead to the student's success at school. AAKPS will also form a Parent–Teacher Association (PTA) to encourage strong communications between parents and teachers, develop partnerships that promote positive and safe learning, and solve common problems and plan activities for students. In general, the PTA's main goal is to promote the school, the students and staff's interests in the community.

The following are the official communication channels used by our stakeholders and the school:

- *School Email:* **administration@ainalkhaleejprivateschools.com**
- School Phone **– 03 781 1232**
- Social Worker **– 056 300 5684**
- Parent IT Help desk **- 050 418 8370**
- ClassDojo – **all classes for direct communication with Teachers**
- School Website **- https://ak-school.com**

Welcome to Ain Al Khaleej Private School

مدرسة عين الخليج
Ain Al Khaleej School