



**California America School**

# Parent-Student Handbook



## CAS LOGO



# California America School

## SCHOOL VISION

We envision that CAS will be a premier innovative school that provides exemplary 21st century education and produces graduates who are self-directed learners, college-and-career-ready individuals, and responsible citizens in the global community.

## SCHOOL MISSION

Strive to develop all children's personal, psychological, physical, and cognitive well-being and to empower them to learn independently, think critically, be creative and innovative, and demonstrate the sense of pride of their culture and heritage.



## CAS DEFINITION OF HIGH-QUALITY LEARNING

At CAS, we are committed to ensuring that learners engage in high quality learning by providing effective pedagogies and learning experiences through which they develop the CAS Learner Attributes that will prepare them to make a positive and sustainable change in their own lives, their communities and the world.

High quality learning at CAS is that which is consistent with the school's overarching framework defined by its core value:

- **Personal Development:** Learners develop the knowledge, skills, and character necessary for success and the realization of a fulfilling life.
- **Active Citizenship:** Learners become exemplary citizens in their local, global, and digital communities by taking responsible actions guided by empathy, ethical values, and sustainability principles.
- **Lifelong Learning:** Learners engage in continuous reflection, critical thinking, and self-directed efforts in the ongoing pursuit of learning and growth.
- **Positive Change:** Learners make a positive impact on their communities and contribute a positive change to the world.

High quality learning involves the development of knowledge, understanding, skills and character traits that are ultimately manifested in the learner as the CAS Learner Attributes: **Knowledgeable, Thinker, Inquirer, Reflective, Communicator, Courageous, Determined, Compassionate, Self-Disciplined, Collaborative, Responsible, Integrous.**

- **Knowledgeable:** Learners demonstrate a strong knowledge base that they use to explore and construct new ideas to engage in both academic and societal matters and issues. They make meaningful connections between concepts and ideas to deepen their understanding of the world.
- **Thinker:** Learners are able to think critically to analyze, evaluate, and make sound judgments; and innovatively to create solutions or construct new ideas.
- **Inquirer:** Learners are curious; they independently ask questions and seek to find answers and investigate and explore new ideas.
- **Reflective:** Learners are thoughtful and critical about their intellectual, personal, and social deliberations and take the necessary steps to improve as learners, individuals, and citizens.
- **Communicator:** Learners communicate their ideas clearly and express their opinions confidently, while carefully listening to and respecting the viewpoints of others.
- **Courageous:** Learners approach challenges and uncertainties with confidence and prudence.
- **Determined:** Learners are determined to develop and grow as individuals and active citizens despite challenges they may face.
- **Compassionate:** Learners respect diversity, and show care and empathy towards others. They are committed to service that would make a positive change in the lives of others.
- **Self-Disciplined:** Learners have the ability to regulate emotions and control actions, thoughts, and behaviors in order to achieve goals or adhere to certain standards, even when faced with distractions or challenges.
- **Collaborative:** Learners have the skills to productively work together productively in their intellectual and social endeavors to achieve their goals.



- **Responsible:** Learners act responsibly towards themselves, others, and the environment. They understand the importance of their own mental, physical and emotional wellbeing, as well as that of others, and the significance of their actions in preserving the environment and the planet
- **Integrous:** Learners act with integrity and honesty, and hold a strong sense of respect for the dignity and rights of others.

## CURRICULUM & ACADEMIC PROGRAM

CAS has adopted the State of California Curriculum Standard. CAS curriculum reflects the school's vision and will empower all students and stakeholders by enabling students to follow personalized pathways and growth with a strong emphasis on language proficiency, innovation, cross-cutting concepts, sciences, engineering, and technology practices. Curriculum practices will be underpinned by strong Islamic values. The curriculum offers opportunities for students to grow and develop because it is:

- ◆ Coherent
- ◆ Progressive
- ◆ Provides deep, sustained and valuable learning for all students
- ◆ Provides opportunities to develop high levels of literacy and numeracy across all curricular areas
- ◆ Promotes opportunities across the curriculum for the development of student health and well being
- ◆ Recognizes the importance of digital literacy and provides opportunities for the development of the skills students need to function in a technological world
- ◆ Provides a range of courses which challenge, engage and motivate students
- ◆ Promotes learning across a wide range of contexts and experiences
- ◆

### American Program:

CAS offers its American curriculum from KG to Grade 12 and is implemented based on rigorous international standards and practices in teaching and learning. Students who continue in the American Program in Grade 9 and can work towards a High School Diploma by completing 4 years (Grades 9-12) in the program. In Grades 11 and 12, students are offered 4 choices of academic tracks; these tracks include the Engineering focus, Medical & Health Sciences focus, Economics & Business focus, and Liberal Arts focus. Students must meet the minimal course requirements to be admitted to the academic track of their choice. In these tracks, students are offered the Advanced Placement (AP) syllabus in the core courses of their academic qualification.



## Course Selection and Change:

- The process of academic track and course selection should be completed before the start of an academic year. Students may submit a request to change their academic tracks, or drop and add a course, only during the first 2 weeks of an academic year. No requests will be processed after this deadline. Requests will be reviewed by the Academic Committee and will not be processed unless approved.
- To request a course change, the Drop and Add Course Form must be completed and submitted to the Principal's office. Parental approval is mandatory.
- The Academic Committee will review the request and will decide whether it is accepted or rejected.
- New schedules will be issued before the start of the third week of school. Attendance in the student's original class is required until the change has been confirmed by the Academic Committee and the student has received a new schedule.
- Course change is highly discouraged, and is only permitted in rare circumstances that justify changing courses.

## Graduation Requirements

**American Program:** American Program Students in Grade 12 must meet the graduation requirements of the American Program in order to be awarded the High School Diploma:

- Students must meet the course requirements for at least 5 core subjects (excluding Arabic and Islamic Studies) to be eligible to graduate from the American Program.
- Students are expected to meet the school's curricular requirements of their course of study by scoring a minimum of 60% on each subject, including Ministry subjects.
- Students who achieve a grade less than 60% in 3 or less subjects may have the chance to sit for make-up examinations at the end of the academic year. This also applies even if the student's total average across all subjects is above 60%. In order to graduate, students are expected to achieve at least at a 60% achievement level on their make-up examinations. Otherwise, the student will not graduate and will be retained.
- Students who achieve a grade less than 60% in 4 or more subjects are required to repeat the year and are not entitled to sit for make-up examinations.
- Students must obtain a minimum score of 61 IBT on the TOEFL, or a minimum score of 5.0 on the IELTS, and a minimum score of 450 on SAT I Math. However, the school recommends a score of 100 on the TOEFL, 7.5 on the IELTS and 600 on the SAT for admission to competitive universities.
- Students sit for the SAT I test in Grade 11 and can repeat the test in Grade 12 if they score below the accepted level.
- Students may sit for SAT II tests in Grade 12 in the subject areas of their choice.
- Students—including students of determination unless exempted—who require the equivalency from the Ministry of Education (Al Thanawiya) must:
  - Pass the Arabic Ministry Exam (for Arabs only) and Islamic Studies Ministry Exam (for muslims only).
  - Pass the EmSAT English with a minimum score of 1100 and EmSAT math with a minimum score of 500 for UAE National students.



- Students who wish to have their High School Diploma attested by governments of certain countries may need to sit for other external examinations and meet the requirements set forth by the respective government. It is advised to contact the embassies or the education department entities of the respective countries to learn more about such requirements.

### EXTRAMURAL & ENRICHMENT PROGRAM

The CAS Extramural & Enrichment Program focuses on creating learning opportunities for students to further develop their character and skills, nurture their interests and talents, and promote active and global citizenship. The program covers the areas of Athletics & Fitness, Service & Citizenship, Creative Arts, Language Arts, and Innovation & Technology; and includes the following:

- **Clubs:** Clubs are offered after school hours and students can select from a range and variety of activities that are of their interest. Clubs are announced at the beginning of an academic year and are launched at the closing of student registration.
- **Service & Citizenship:** Students are provided with various service learning opportunities throughout the year to connect with their local and global communities and empathetically engage by positively impacting, influencing and servicing others. Students are expected to complete the Act & Impact log and document evidence of their social service.
- **Field Trips:** Local and international trips are organized for various purposes, and after obtaining ADEK approval, to provide students with the relevant exposure to enrich their learning and deepen their understanding of the world and their communities.
- **Events:** Staff, parents and students organize throughout the year events in which students celebrate their learning, community and cultures.
- **Enrichment Courses:** These courses are offered to students who have been identified as potentially gifted or talented in certain areas.

### Rules & Regulations

- Students must abide by all school rules, including all health and safety regulations, and the school's code of conduct during their participation in any extramural or enrichment activity.
- Students must follow all instructions and fulfill all the requirements of the extramural or enrichment activity in which they are enrolled.
- Students must arrive to the activity on time and must be collected promptly at the time the activity is assigned to end. Students who are recurrently late in leaving the school premises at the assigned time will not be admitted to the activity or program in the future.

### LEARNER ATTRIBUTES & CHARACTER EXPECTATIONS

At CAS, we are committed to ensuring that our children are provided with the guidance to develop the qualities necessary to become lifelong learners and active citizens capable of making a positive change in their own lives, their communities and the world.



These qualities are described as the CAS Learner Attributes:

- **Knowledgeable:** Learners demonstrate a strong knowledge base that they use to explore and construct new ideas to engage in both academic and societal matters and issues. They make meaningful connections between concepts and ideas to deepen their understanding of the world.
- **Thinker:** Learners are able to think critically to analyze, evaluate, and make sound judgments; and innovatively to create solutions or construct new ideas.
- **Inquirer:** Learners are curious; they independently ask questions and seek to find answers and investigate and explore new ideas.
- **Reflective:** Learners are thoughtful and critical about their intellectual, personal, and social deliberations and take the necessary steps to improve as learners, individuals, and citizens.
- **Communicator:** Learners communicate their ideas clearly and express their opinions confidently, while carefully listening to and respecting the viewpoints of others.
- **Courageous:** Learners approach challenges and uncertainties with confidence and prudence.
- **Determined:** Learners are determined to develop and grow as individuals and active citizens despite challenges they may face.
- **Compassionate:** Learners respect diversity, and show care and empathy towards others. They are committed to service that would make a positive change in the lives of others.
- **Self-Disciplined:** Learners have the ability to regulate emotions and control actions, thoughts, and behaviors in order to achieve goals or adhere to certain standards, even when faced with distractions or challenges.
- **Collaborative:** Learners have the skills to productively work together productively in their intellectual and social endeavors to achieve their goals.
- **Responsible:** Learners act responsibly towards themselves, others, and the environment. They understand the importance of their own mental, physical and emotional wellbeing, as well as that of others, and the significance of their actions in preserving the environment and the planet.
- **Integrous:** Learners act with integrity and honesty, and hold a strong sense of respect for the dignity and rights of others.

Six of these attributes—Determined, Responsible, Collaborative, Self-Disciplined, Integrous, and Compassionate—directly relate to core character traits, and are the focus of our character development program. Students are supported to grow and progress in these attributes, and they are evaluated on a scale of **Excellent, Very Good, Good, Satisfactory, and Unsatisfactory at the end of each term**. Parents are expected to support in instilling these attributes in their children by continuously encouraging them to embrace and live up to these expectations. The table below includes a description for the Excellent and Unsatisfactory rating for all 6 attributes.

**ASSESSMENT AND EVALUATION**

	<b>Assessment</b>	<b>Teaching</b>	<b>Curriculum</b>
<b>Students</b>	<ul style="list-style-type: none"> <li>Students should know how to assess their work and identify the next steps in learning.</li> <li>All students should know at what level they are working.</li> <li>Students should understand what each assessment tells them, why there are differences between the assessments and understand what they need to do, address gaps and improve achievement</li> </ul>	<ul style="list-style-type: none"> <li>Students should be able to identify prior learning, make connections between subjects.</li> <li>Students should understand the relevant grade standards in each subject and know what to do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Students should understand the relevant grade standards and know how to adjust their learning to address any gaps.</li> <li>Students in every grade level should understand and participate in opportunities for innovation, entrepreneurship and enterprise, every week.</li> </ul>
<b>Teachers</b>	<p>All teachers should track the progress made by all students in each lesson and involve the students in setting targets for improvement.</p> <ul style="list-style-type: none"> <li>Teachers should constantly and consistently assess during lessons.</li> </ul>	<p>All teachers should plan and implement relevant grade standards and measure progress accurately and provide challenge and feedback for all groups in every lesson.</p> <ul style="list-style-type: none"> <li>Teacher should unpack the grade standards in every lesson and enable all groups of students to make progress and address gaps in their learning in every lesson.</li> </ul>	<p>All teachers need to understand the place of what they are teaching in the curriculum.</p> <ul style="list-style-type: none"> <li>Teachers should modify their teaching and the curriculum following data analysis.</li> <li>Teachers should consistently modify their teaching and the curriculum to promote literacy, language development, and innovative thinking.</li> </ul>
<b>Leaders</b>	<ul style="list-style-type: none"> <li>Leaders should evaluate regularly and accurately, inform governors and the wider community and set challenging targets for improvement and ensure all stakeholders are aware of the outcomes of assessments</li> <li>Leaders should promote and ensure that all lessons and provisions are inclusive and meet the National Agenda requirements.</li> <li>Leaders should be able to identify strengths and weaknesses of student achievement for all groups</li> </ul>	<ul style="list-style-type: none"> <li>Leaders at all levels should monitor the effectiveness of teachers, provide professional development to match outcomes of monitoring and set targets for improvement.</li> <li>Leaders should hold all teachers to account for the effectiveness of teaching and improving student achievement.</li> <li>Leaders should monitor the skill development and ensure all students can develop skills in every lesson.</li> </ul>	<ul style="list-style-type: none"> <li>All leaders should ensure the curriculum is implemented to reflect grade standards</li> <li>The curriculum should promote literacy, develop language development in all subjects, identify opportunities for innovation, entrepreneurship, enterprise and understanding of environmental sustainability.</li> <li>Leaders are responsible for all students meeting their graduate requirements including curriculum coverage.</li> </ul>





Assessment is used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students, and to analyze the effectiveness of the instructional program at California American School. There are 2 types of assessments

**Internal Assessments**

Assessment of our students’ academic progress takes many forms depending on the discipline, the teacher, the grade level and the individual. However, internal assessments will normally be either formative or summative.

Internal Assessments	Purpose	Targeted Grades
<p><b>Formative Assessment</b></p>	<p>Formative assessment is sometimes called assessment for learning and as learning since it provides feedback for the teacher throughout the unit of study to determine if more attention needs to be given to a particular concept, if differentiation is needed, or if students are ready to move on. Formative assessment guides decisions about student grouping and provides timely, ongoing feedback to students to assist with goal setting. Exit cards, quizzes, mini- conferences and reflection journals are a few examples used often by teachers. In elementary School, teacher observation is a powerful tool used to make instructional decisions on a regular basis. Formative assessments reflect student growth and progress and are not regularly included when reporting student grades.</p> <p>More specifically, formative assessments:</p> <ul style="list-style-type: none"> <li>• Help students identify their strengths and weaknesses and target areas that need work.</li> <li>• Help teachers recognize where students are struggling and address problems immediately.</li> <li>• Will not normally contribute to a students’ termly report grade.</li> <li>• Can take a wide variety of forms: quizzes, teacher observation, student work marking...copy books, workbooks, questioning, discussion, exit slips, peer/self-assessment, white boards, thumbs up, thumbs down, draw a picture/doodle of what we learnt today, write/say three things that we learnt today.</li> <li>• Can be skills based.</li> <li>• Accounts for 30% of the overall grade.</li> </ul>	<p><b>KG-12</b></p>
<p><b>Summative Assessment</b></p>	<p>Summative assessment is sometimes called assessment of learning or evaluation. It should reflect the performance or achievement of students related to the standards and benchmarks addressed during the unit of study. Students are given multiple opportunities to show their understanding throughout a unit of study. Though summative assessments may be used formatively if teachers see a need for re-teaching, they are mainly used at the end of units of study. Tests, projects, essays, performances and visual displays are just a few examples of summative assessments at California American School. Summative assessment results are included when reporting student grades. Comments related to growth are included in the report cards.</p> <p>Summative assessments will normally:</p> <ul style="list-style-type: none"> <li>• Take the form of a written test /exam or project with a clear rubric.</li> <li>• Be under controlled conditions.</li> </ul>	<p><b>KG-12</b></p>



	<ul style="list-style-type: none"> <li>• Be graded by the teacher.</li> <li>• Be linked to the curriculum objectives.</li> <li>• Contribute to a students' termly report grade.</li> <li>• Accounts for 70% of the overall grade.</li> </ul>	
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**External Assessments**

External Assessments against international benchmarks is used to compare the attainment of California American School students to other international American curriculum school students. The following tables illustrate in detail both internal and external assessments at California American School.

External Assessments	Purpose	Targeted Grades
<b>NWEA MAP</b>	NWEA Measures of Academic Progress (MAP) test measures what students know and informs them what they're ready to learn next.	<b>3,4,5,6,7,8,9</b>
<b>CAT4</b>	Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability can identify where a pupil's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers.	<b>3,4,6,8</b>
<b>PISA</b>	Program for International Student Assessment (PISA) is a school-level assessment, designated for grade 10 students. It is a two-hour, paper-based test, consisting of Mathematics, Science, and Reading questions.	<b>9,10</b>
<b>IBT (Arabic)</b>	The IBT Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations.	<b>3-10</b>
<b>Tala &amp; Mubakker (Arabic)</b>	The Tala & Mubakker Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations.	<b>KG to 12</b>
<b>TIMSS</b>	Trends in International Mathematics and Science Study (TIMSS)-has been a valuable vehicle for monitoring international trends in mathematics and science achievement at the fourth and eighth grades.	<b>4,8</b>
<b>PSAT</b>	Preliminary SAT- is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC) in the United States. PSAT is a preparatory version of the SAT exam.	<b>10,11</b>
<b>SAT</b>	Scholastic Assessment Test (SAT) - is a standardized test widely used for college and university admissions. The SAT score is a pivotal component of college applications.	<b>10,11,12</b>



<b>AP Exams</b>	Advanced Placement (AP) Exams- are college-level tests administered by The College Board. Students may take tests in one or more subjects; a comprehensive list of all available AP courses and tests is available at collegeboard.com. AP courses and exams can help put students on the fast track to a college degree, giving them the chance to earn college credit while still in high school, not to mention strengthening their college applications.	<b>11,12</b>
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**STUDENT PROMOTION AND RETENTION**

This policy provides guidelines for making decisions related to student promotion and retention in their grade level.

1. Students will be placed in the grade level that is developmentally appropriate for their age, according to the Council’s requirements. By September 1, the age of students enrolled in KG must be 4 years, those enrolled in Prep (KG2) must be 5 years, and those enrolled in Grade 1 must be 6 years.
2. The school will closely monitor student performance and progress and implement appropriate interventions for those students who are observed struggling in any developmental area.
3. Decisions for student promotion and retention are made by the Academic Committee. The Academic Committee is headed by the principal and consists of the counselor, head of grade, and other academic staff members who have worked with the student.
4. All data sources that provide evidence for factors affecting a student’s performance will be reviewed by the Academic Committee. These data sources include; (1) attendance records; (2) medical history; (3) progress reports and academic records over the past 2 or more years; (4) assessments and referrals; (5) teacher meetings to analyze patterns of performance or behavior across time, tasks, and subjects; and (6) parent interviews to gain information about the motivating factors for the student, parents’ perception of student performance and the presence of any behavioral or medical condition that may contribute to the difficulty experienced by the student.
5. The school will explore other potential alternatives to retention and gauge student’s response to such interventions. These interventions may include:
  - Support sessions to provide students with differentiated and remedial support in the academic areas in which they struggle.
  - In-school counseling to support the student to cope with problematic issues that are affecting the student’s performance.
  - Progress reports that provide parents an updated and on-going record of student performance that may help the student monitor and remediate his/her performance.
  - Behavioral plan that details the consequences for breaches of the contract holding the student accountable for their classroom behavior.
6. Meetings with parents will be conducted to discuss alternative interventions and provide feedback on the impact of such interventions on student progress.



7. Decisions to retain a student will be carefully made to ensure that retention will in fact be beneficial for the student's development. The Academic Committee will consider the following in making its decision:
  - The social and emotional impact on the student.
  - The effect of providing a modified differentiated learning experience to support the student who has been retained in the past.
  - Whether or not the student has already been previously retained.
  - Whether the student has been assessed for special education needs, and whether the student is in need of an Individual Education Plan, which can better serve his/her individual learning needs.
8. Students should progress through the curriculum as not to be retained in the same grade level more than once. While the school will provide the necessary interventions to support the student's learning, students may be advised to seek an alternative program or curriculum in cases when the progress made is not sufficient to access the curriculum of the next grade level. Students should not repeat more than two grade levels throughout their schooling.
9. Students with special needs who are expected to meet the curricular standards and learning objectives described in their individualized education program (IEP) to progress to the next age- appropriate grade level. Students with special needs who are on an IEP will not be retained.
10. Students in KG–Grade 5 who successfully meet the curriculum requirements will be promoted to the next grade level. While all students will be provided with the appropriate support to prepare them for the next grade level, students may be retained in cases where it is deemed necessary for the child's learning and development. Parental acknowledgement in such situations will be sought.
11. Students in Grades 6–11 will be promoted to the next grade level if they meet the school's requirements and the Ministry of Education requirements for promotion.
  - Students who fail 3 or less subjects may have the chance to sit for make-up examinations at the end of the academic year. This also applies even if the student's total yearly average is above 60%. In order to be promoted, students are expected to pass all their make-up examinations. Otherwise, the student will be retained.
  - Students who fail in 4 or more subjects are required to repeat the year and are not entitled to sit for make-up examinations.

## ATTENDANCE AND ABSENCE

Student attendance and timeliness to class are critical in ensuring academic success and the development of good habits of character, such as responsibility and promptness. Students are expected to attend school every day, and to arrive to their classes on time. Parents must work with the school to ensure that students achieve high attendance rates to promote success.

The purpose of this policy is to communicate the school's expectations related to attendance and absence, and to ensure that students attend school and classes regularly and punctually in order to maximize learning and improve the chances of academic success.



## GUIDING PRINCIPLES

The following are the school's principles and responsibilities related to attendance and absence:

1. The school will maintain an attendance record for all students; these records are accessible to parents on the parent portal and are available for review by ADEK and other regulatory authorities.
2. Attendance records include the number of days the student was present at school, the number of excused tardy, unexcused tardy, excused absence, and unexcused absence, the reasons for absence, any supporting documents and actions taken, including parental calls/meetings.
3. Tardies are considered either excused or unexcused. Excused tardiness includes adverse weather conditions (i.e., heavy fog), unusual traffic or car accident. Unexcused tardiness includes oversleeping, living far from school, or dropping a sibling before coming to school/class.
4. Absences are considered excused or unexcused. The following types of absences are considered excused absences when approved by the Disciplinary Committee by way of official documentation (i.e., medical reports): illness, death of first or second degree relative, or urgent family travel for matters of medical treatment.
5. The following types of absences are considered unexcused absences: family visits and trips, unnecessary travel, doctor visits with no evidence of a scheduled doctor's appointment, early leaves before a school holiday, and other types of absences not approved by the Disciplinary Committee.
6. Students are considered unexcused absent if they are absent without their parents' knowledge or consent, or if parents have colluded with their children so that they are absent without a valid excuse.
7. If an absence is excused, the student has the right to make up the work and tests that were missed. If an absence is unexcused, the school will agree with the parents on the appropriate course of action pending completion of the investigation into the circumstances surrounding the absence.
8. If a student is absent during the school day, the student may not attend an after-school extracurricular activity or school event on that day.
9. The school will inform the parents of their child's absence and tardiness through text messages and the parent portal, where parents can view their child's attendance record.
10. The school will monitor and analyze data related to student attendance to identify trends and propose appropriate strategies to remediate problems.
11. Students with excellent attendance records and those whose attendance records have improved will be recognized. Students failing to abide by the school's attendance policy will face consequences to deter noncompliance.
12. The school will meet and communicate with parents and legal guardians to discuss, address, and resolve problems related to student attendance.
13. If a student is persistently tardy—accumulating 15 days of unexcused tardiness—and after sending 3 warnings to the parents, the parents will be requested to sign an undertaking stating that the offense will not be repeated. If the student continues to be tardy, the school holds the right not to re-register the student the following academic year.
14. If a student is persistently absent—accumulating 10 days of continuous unexcused absence or 15 days of non-continuous unexcused absence—the school may expel the student, in consultation with ADEK, and after sending 3 warnings to the parents.



The following are the parents' and students' responsibilities related to attendance and absence:

1. Parents are responsible to ensure that their children attend school every day as specified by the school calendar.
2. Parents must ensure that students arrive to school on time. They are expected to follow the school timings communicated as by the school administration. Students must attend the morning advisory and all classes on time.
3. Parents must attempt to schedule medical appointments after the end of the school day or on weekends.
4. Parents must ensure that family vacations are scheduled only during school holidays as indicated on the school calendar. Note that Islamic holidays are not confirmed until officially announced by the UAE government.
5. Parents and students must recognize that extramural and cultural activities are central to their learning and attendance at such events is important and required. Absence on such days will be recorded as unexcused, unless there is an authorized reason for the absence.
6. Parents must ensure that students attend school till the end of the school day even on days prior to a holiday.
7. Parents are requested to schedule medical appointments for their children during after-school hours or on weekends as not to interrupt their child's learning.
8. Parents must notify the school promptly of their child's absence and the reason for absence. For unanticipated absences, such as those due to illness, parents must notify the school by sending an e-mail before 8:00 am of the day of absence. The e-mail must state the student's full name, class, section and the reason for absence. Parents must use the following e-mail addresses to communicate absence.
9. Absence on formal assessment days, such as weekly or final exam days, must be justified by a medical report from a certified doctor; otherwise, assessments conducted on those days may not be repeated for the student.
10. Parents who plan to have their children miss several days of school are required to submit a written request to the school at least ten days before the anticipated absence to seek the Disciplinary Committee's approval. The Disciplinary Committee must find the reason for the absence to be valid, and must be satisfied that there are special circumstances that warrant the absence. If the Disciplinary Committee does not approve the request, the absence will be considered unexcused.
11. The student or parents shall be responsible for contacting the school administration to learn of all assignments and tasks given to the student. Students are responsible for completing all assignments and returning them to the relevant teachers either before leaving or shortly after returning from the absence.
12. Parents must respond to communications, attend meetings and follow up on action plans taken to improve their child's attendance.



## THE SCHOOL DAY

### Academic Year

The school year is divided into three terms. Within each term, three types of instructional days are scheduled to maximize learning:

- ◆ Regular Instructional Days.
- ◆ Revision Days (1 week for each term)
- ◆ Examination Days (4-6 days at the end of each term)

### School Hours:

The school day for all grades is 07:30 AM - 3:20 PM, except for Thursday where students will be dismissed from class at 1:35 PM. This is to allow for the continuous ongoing professional development of staff and to ensure the students are receiving the highest level of education.

### Morning Arrival:

Students may arrive anytime between 7:40 and 7:55 a.m. Parents are requested to leave children with the morning supervisor. The start of the school for all CAS students is 07:45 am. Regular lessons will begin promptly following the playing of the UAE National Anthem at 07:45 am. Students should have arrived and be settled into their classes. Students arriving after 08:00 am will need to report to the reception to obtain a late slip before they will be allowed to enter into their classes. Students must not arrive at school before 8:00 am as there is no guaranteed supervision before this time.

### Afternoon Dismissal:

Dismissal is at 3:20 pm at which time for parents can collect their children. Students who use the bus service, will be taken by the teaching assistants or bus assistants to the bus. Grade 4 and 5 students will go to the bus independently. If students are not picked up by 3:30 PM, they will be taken to the Hall, where they will be supervised by a member of staff. Parents or approved guardians must sign them out.

### Late Arrival:

Students arriving at school any time after 8:00 a.m. must first sign in at the Supervisor's office and pick up a "Late Pass" which must be given to the teacher.

### Early Departure:

Limited to cases of emergency only, if there is a need for early leave, parents should notify the Supervision Office ahead of time (preferably in writing). Parents must come to the Reception to sign and to collect their child.



## **Punctuality:**

The successful academic progress of students greatly depends on prompt and regular attendance. We expect students to attend school on a daily basis in order to receive the maximum education benefits. Classrooms are open at 08:00 AM for students to enter. Students are expected to be in class on time for lessons to begin at 08:00 am directly after the UAE National Anthem. Punctuality shows respect for others, classmates and teachers. Tardiness affects not only the student who is late, but disrupts the entire group. Parents are requested to emphasize the importance of being on time with their child. Repeated lateness can result in detention, loss of free time at school or parents may be asked to meet with a member of the Senior Leadership Team as a consequence.

## **Attendance Procedures:**

- ◆ Attendance is taken at the beginning of each day and again at the start of each lesson.
- ◆ Students arriving late (after 8:00 a.m.) should first sign in at the Supervision Office before continuing to their classrooms. Failure to sign in at the Supervision Office will result in the student being marked “absent.”
- ◆ On the day of any unexpected absence, parents should contact the Supervision Office before 8:00 a.m.
- ◆ If a student is not feeling well to participate in outdoor break activities or in a physical education lesson, he/she must bring a note, signed by the nurse, stating the reason for nonparticipation. The note should be given to the Student Management Coordinator (SMC).
- ◆ If parents know beforehand that an absence will take place due to emergency matters, such as a family crisis, they should notify the Supervision Office ahead of time by E-mail or telephone.
- ◆ On the day of return to school, a note should be sent to the Supervision Office stating the date of the absence and reason.
- ◆ If the absence is due to an illness and has lasted for more than three consecutive days, a medical certificate from a doctor should be provided.
- ◆ If the absence extends to more than three days, parents are encouraged to request the Supervision Office to collect homework assignments to be done at home. Please allow at least 24 hours for this special request to be prepared. The Supervision Office will contact the parents when the assignments are ready to be picked up from the Reception.

## **Breaks**

Weather permitting, all students will spend some time outdoors every day. Therefore, students should be provided with appropriate clothing for the weather. If the weather is inclement, a covered area is available

Students are encouraged to have a light snack during the morning break and a full meal for the mid-day lunch. Food may be either brought from home or purchased from the school cafeteria. All students are expected to play safely and fairly and to be respectful of each other and of the equipment.





## Birthdays:

Some of our children when celebrating their birthdays, may choose to bring in a birthday cake or other celebration food to share with their classmates. Please arrange this with the classroom teacher a few days in advance and understand that the sharing of food will be scheduled at the end of the school day to cause limited disruption to planned lessons.

## School Uniforms

The school's uniform policy and school uniform requirements should be reviewed at least every five years and amended where necessary. Groups within the school community may also seek a review when circumstances change significantly, or issues arise.

All kindergarten students will retain an extra set of clearly labeled uniform clothing (shirt, shorts, underwear, and socks) in a Ziplock bag in case a spare is needed.

## Jewellery/Hair

Hair should be a natural colour and kept neat and tidy and tied back off the face (girls). Hair accessories should be simple, neutral in colour and not distracting. Jewellery, other than ear studs and a watch is not permitted.

## SCHOOL RULES

School rules are designed to maintain a safe and orderly learning environment. School rules apply on campus, school buses, activities, field trips, student support sessions, and school-sponsored events. The rules are stated below and the examples provided are illustrative rather than comprehensive.

### Attendance

- Students must attend every school day, unless there is a valid excuse, and not take holidays outside of official school breaks.
- Students must arrive to school on time for the National Anthem. Late students must report to the administration for a late slip that allows them to be admitted to class. The administrator will decide whether the tardiness is excused or unexcused.
- Students must be on time for all classes. A student who is late to class will not be admitted without a pass from administration.

### End-of-Day Dismissal

- Parents must collect their children on time at the end of the school day at the assigned gates.
- Students who are involved in after-school programs or activities must be collected promptly at the time the activity or program is assigned to end. Students who are recurrently late in leaving the school premises at the assigned time will not be admitted to the activity or program in the future.
- If parents/guardians of students cannot pick up their children from school, then they should send an email or a letter informing the school of the identity of the person collecting the child. Otherwise, the student will not be permitted to leave the school with that person.



## Leaving Class or School

- Students are not allowed out of class unless they have a pass. A pass is required at all times, including visits to the washrooms, clinic, library, or main office.
- In case of illness or injury, students should visit the school nurse. If the student needs to leave school, the nurse notifies the parents to collect their child from school.

## Dress and Appearance

- Students should come to school wearing the proper school uniform.
- Students must maintain a tidy and proper appearance throughout the school day.

## Class Preparation

- Students should come to class prepared with the required books and learning materials.
- Students must complete and submit assignments in a timely manner

## Classroom Conduct

- Students should be respectful at all times and abide by all classroom rules and regulations.
- Students should engage and participate in learning activities.
- Students should behave responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.

## Academic Integrity

- Students must engage in academic honesty at all times, and must refrain from all forms of cheating:
- copying someone else's homework or exam responses
- allowing someone else to copy homework or exam responses
- plagiarizing or copying someone else's ideas and claiming them as one's own
- improperly obtaining exam questions and answer keys
- falsifying notes, passes, records or other official documents

## Food and Beverages

- Students must follow health eating habits and hygiene practices. Only healthy food and beverages are permitted in school as stated in the Guidelines for Healthy and Balanced Eating.
- Junk food (i.e., chips, candies, lollipops, and soft drinks) is strictly prohibited in school. Parents are encouraged to pack for their children healthy snacks only.
- All types of nuts (including peanuts) are strictly prohibited for personal consumption or distribution on school premises due to the high risk of severe allergic reactions.
- Students are not permitted to chew gum on school campus or in school-sponsored events.
- Students are not allowed to eat in the library, laboratories, and other areas in which beverages and food are prohibited.
- Ordering food from restaurants is not permitted unless approved by the Principal.



## Cleanliness/Tidiness

- Students must maintain the cleanliness of their classrooms.
- Students must dispose their litter in the appropriate bins and not on the floor, school grounds, and playgrounds.
- Students must not write on or scratch their desks or chairs. This act is considered vandalism.

## Playground

- Students must dispose their litter in the appropriate bins and not on the floor, school grounds, and playgrounds.
- Students should remain on the playground where they can remain under supervision. Leaving the playground to other undesignated areas is not permitted.
- Students should follow the safety rules and procedures when using play units.

## Hallways & Stairways

- Students should move to and from classes in an orderly and quiet manner. Students must refrain from running, pushing, or shouting.
- Students should walk up any stairway on the right and walk down any stairway on the right to ensure the safe movement of all students and staff.

## Profanity and Violence

- Students are prohibited from the use of profanity and rude language.
- Students are prohibited from verbally or physically assaulting a staff member or student.

## Bullying & Cyberbullying

- Bullying and cyberbullying in any form will not be tolerated.
- Any student who uses a school-provided device to threaten with an illegal or immoral act, to use vulgar language, to intimidate or harass another person, who creates fear, causes disruption in school, or interferes with the rights of another person in the school community will be subject to disciplinary consequences.

## Vandalism

- Students are forbidden from damaging school property (i.e., desks, bulletin boards, and white boards) or others' property.
- Students are prohibited from drawing and writing on school property or others' property.
- The school may request that the students/parents reimburse the school the cost of the item damaged by their child.

## Prohibited Articles and Electronic Devices

- Students are prohibited from using personal items (i.e., mobile phones, cameras, and toys) disruptive to the educational process. All confiscated items will be returned at the end of the school year.



- Tablets or laptops are allowed only when requested by the school and according to school regulations.
- Students must keep their mobile phones switched off and in their bags during school hours.
- Students may be permitted to bring certain articles for specific educational activities.

### Technology Use

- Students should use the school's technology appropriately and comply with the rules and regulations as stated in the Policy on Technology Use & Online Safety.
- They are expected to use it for learning purposes only when on school campus and must refrain from gaming.
- Students should not be taking pictures or videos of classmates and teachers.
- Students are responsible for their personal laptops/tablets. The school will not be held responsible for the loss or mishandling of student devices.
- Student must refrain from gaming and taking pictures or videos of classmates and teachers when on school campus.
- Students must communicate professionally with school staff through the official channels of communication adopted by the school (e.g., school email, Google Classroom).
- Student must not send or accept invitations to friend, connect with, or follow school staff on social media (e.g., Instagram, Facebook) or messaging applications (e.g., WhatsApp).

### Prohibited Substances

- Students are prohibited from possessing or using tobacco, medwakh, vape, and other substances on school campus, at school-sponsored events, and outside the school when wearing the school uniform.

### Dangerous Items

Students are prohibited from possessing or using dangerous items on school campus, at school

## STUDENT BEHAVIOR POLICY

At CAS, we are committed to creating a positive and safe environment where every student can learn and flourish. By establishing clear expectations for student behavior and actively addressing any behavioral concerns, we aim to cultivate a secure, respectful, welcoming, and enriching atmosphere for all. Setting standards for both individual and collective behavior, while promoting the cultural values of the UAE, helps our students develop into responsible and positive citizens within the wider community. This policy outlines the essential requirements for defining and implementing our Student Code of Conduct and establishing systems to encourage positive behavior throughout the school.

Students and parents are expected to become familiar with this policy. Students are expected to abide by school rules and regulations at all times, as this code of conduct applies while on school premises, school buses, field trips, and in school events and activities.

This policy will be communicated to all students and parents at the beginning of the year, as well as through the school website and the Student/Parent Handbook.

This policy is intended to state the position of the school in regards to the management of student behavior and ensuring students' abidance by the code of conduct. The school will ensure this policy is aligned with the directives and guidance from ADEK and other UAE government entities including regulations from the Ministry of Education in cases not mentioned through ADEK's guidance and policies.

This policy aims to:

1. Communicate the school's positive behavioral model to proactively encourage positive student behaviors and prevent undesired behaviors.
  2. Clarify expectations for student behavior through the school's Code of Conduct.
  3. Outline a staged approach for addressing student misconduct and consequences.
  4. Clarify how the school supports students who are struggling to meet behavioral expectations with appropriate interventions.
- **Additional Learning Needs:** Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).
  - **Behaviors of Concern:** Also referred to as "challenging behavior", includes "any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and/or engagement in pro-social interaction with peers and adults. This includes risky or illegal habits.
  - **Bullying:** Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals in person or online (cyberbullying).
  - **Code of Conduct** A school's principles, standards, and expectations for student behavior at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behavior and what constitutes misconduct.
  - **Documented Learning Plan (DLP):** A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
  - **Tiered Model of Support:** An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of



personalization and possibly external support by specialists (Tier 3: Intensive and Individualized).

- **Positive Behavior:** The expected standards of student behavior as set out in the school's student code of conduct. Such behavior is conducive to the learning, wellbeing, and safety of the student and others in the school community.
- **Positive Handling:** An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme circumstances such as restraining a student who is violently injuring a peer.

### Positive Behavior Model

At CAS, positive reinforcement and a constructive approach are central to developing and modifying student behavior. Our mission is to foster a supportive and nurturing educational environment where everyone can thrive. By promoting, recognizing, rewarding, and reinforcing positive behavior, we aim to create a culture where students feel valued and motivated to excel both academically and personally.

The CAS behavior management approach prioritizes fostering CAS learner attributes by promoting positive behaviors and inhibiting negative ones within a fair, equitable, and caring environment. Positive discipline focuses on teaching and reinforcing good behavior rather than punishing bad behavior, essential for creating a supportive learning environment. Setting clear expectations for both individual and collective behavior, while promoting the cultural values of the UAE, helps our students develop into responsible and positive citizens within the wider community. The following expectations associated with the CAS Learner Attributes are illustrative rather than comprehensive.

- Making informed and ethical decisions.
- Participating in initiatives that promote environmental sustainability.
- Maintaining the cleanliness of their classrooms.
- Disposing of litter in appropriate bins and not on the floor, school grounds, and playgrounds.
- Not writing on or scratching desks or chairs, which is considered vandalism.
- Refraining from the use of tobacco, medwakh, vape, and other substances on school campus, at school-sponsored events, and outside the school when wearing the school uniform.
- Not possessing or using dangerous items on school campus, at school-sponsored events, and outside the school when wearing the school uniform.
- Abiding by additional rules such as not selling items on campus without permission, not giving personal gifts to staff members, and not celebrating birthdays in classrooms or on school campus.

**Self-Disciplined:** Learners have the ability to regulate emotions and control actions, thoughts, and behaviors in order to achieve goals or adhere to certain standards, even when faced with distractions or challenges.

- Complying with all school rules and regulations.
- Dressing appropriately, following the school's dress code and grooming rules.
- Following healthy eating habits and hygiene practices.
- Not chewing gum on school campus or in school-sponsored events.



- Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
- Managing time effectively to balance academics, activities, and personal life.
- Practicing self-control in stressful or tempting situations.
- Recognizing and managing one's own emotions to maintain a positive and productive attitude.
- Using coping strategies to deal with emotional challenges and maintain focus.
- Reflecting on personal behavior and making adjustments to improve self-discipline.
- Setting personal boundaries and adhering to them, even in the face of peer pressure.
- Demonstrating patience and perseverance in achieving long-term goals.
- Not engaging in inappropriate displays of affection on school campus.
- Not using mobile phones on school campus.
- Using the school's technology appropriately and complying with the rules and regulations as stated in the Policy on Technology Use & Online Safety.
- Refraining from gaming and taking pictures or videos of classmates and teachers when on school campus.
- Being responsible for personal laptops/tablets and not holding the school accountable for the loss or mishandling of student devices.
- Communicating professionally with school staff through the official channels of communication adopted by the school (e.g., school email, Google Classroom). Not sending or accepting invitations to friend, connect with, or follow school staff on social media (e.g., Instagram, Facebook) or messaging applications (e.g., WhatsApp).

**Determined:** Learners are determined to develop and grow as individuals and active citizens despite challenges they may face.

- Fulfilling all responsibilities as a student with a good work ethic, personal effort, honesty, and a willingness to learn.
- Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
- Attending school and classes on time, providing reasons for any lateness or absences.
- Being prepared for class with required books and materials.
- Completing and submitting assignments in a timely manner.
- Engaging in extracurricular learning opportunities.

**Responsible:** Learners act responsibly towards themselves, others, and the environment. They understand the importance of their own mental, physical, and emotional wellbeing, as well as that of others, and the significance of their actions in preserving the environment and the planet.

- Behaving safely and responsibly, with regard to the safety and welfare of oneself and others.
- Acting as an ambassador to the broader community by representing the school on public occasions, promoting a positive school image, advocating for the school's values and standards, and demonstrating pride in being a member of the school community.
- Taking accountability for one's actions and their consequences.



**Compassionate:** Learners respect diversity and show care and empathy towards others. They are committed to service that would make a positive change in the lives of others.

- Using respectful and appropriate language at all times.
- Interacting respectfully with staff members and peers.
- Resolving conflicts peacefully and respectfully.
- Showing empathy by actively listening to and understanding others' perspectives and feelings.
- Being vigilant of, caring for, supporting, and/or mentoring students, where appropriate.
- Considering the impact of words and actions on all students, staff, and parents.
- Speaking politely and behaving courteously with others, using phrases like “please” and “thank you.”
- Caring for the school's property and facilities as well as the property of others.
- Volunteering time and effort to community service projects.
- Reaching out to victims of bullying and offering support and sympathy.
- Refraining from propagating rumors, hearsay, and offensive audiovisual materials.
- Refraining from posting culturally inconsiderate content as per the ADEK Cultural Consideration Policy or defamatory content about parents, students, or staff on social media.
- Helping limit the spread of such behavior and reporting it to a teacher or parent.
- Supporting students who are bullied and offering assistance.
- Maintaining positive and constructive communication and refraining from posting negative comments or defamatory content about the school, staff, other students, and parents on social media and WhatsApp groups.
- Respecting the privacy of staff and students by not posting photos or videos taken on school property without permission.

**Collaborative:** Learners have the skills to productively work together in their intellectual and social endeavors to achieve their goals.

- Engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalized.
- Encouraging and promoting environmental awareness, conservation, and sustainable practices.
- Actively participating in group projects and respecting others' contributions.
- Communicating effectively and respectfully in group discussions.
- Seeking and providing help and support to peers in collaborative tasks.
- Moving to and from classes in an orderly and quiet manner, refraining from running, pushing, or shouting.
- Walking up and down stairways on the right to ensure safe movement for all.

**Courageous:** Learners approach challenges and uncertainties with confidence and prudence.

- Taking personal initiative to act as a responsible citizen of the school by not engaging in misconduct and protecting other students from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.
- Volunteering to lead or participate in challenging projects or activities.
- Seeking help and feedback when faced with difficulties or uncertainties.
- Demonstrating sportsmanship in winning and losing.





- Reporting bullying even if they only suspect it.
- Intervening to defuse a witnessed incident of bullying if it does not place them in harm's way.

**Integrus:** Learners act with integrity and honesty and hold a strong sense of respect for the dignity and rights of others.

- Engaging in academic honesty at all times, refraining from engaging in academic dishonesty or cheating, including copying homework or exam responses, allowing others to copy, plagiarizing, improperly obtaining exam questions, and falsifying documents.
- Recognizing the diversity of the school and wider community and not discriminating against others based on characteristics such as ethnic origin, nationality, culture, language, religion, gender, or ability/disability, in line with the ADEK Values and Ethics Policy.
- Respecting UAE national identity and cultural values in line with the ADEK Cultural Consideration Policy.
- Standing up for what is right, even when it is difficult.
- Treating everyone with fairness and respect.

### Promoting Positive Discipline and Character Development

Promoting discipline will involve the collaborative effort of all members of the school community—administrators, teachers, support staff, parents, and students. Positive reinforcement and a constructive approach are central in developing and modifying student behavior. The following are the school guidelines for promoting positive discipline:

- **Positive Reinforcement:** Regularly recognize and reward positive behavior using incentives and acknowledgments to reinforce good conduct and achievements (i.e., through the school's Good News Report program).
- **School Values & Learner Attributes:** Communicate the school values and learner attributes to the entire school community, ensuring that everyone upholds them in all interactions and practices.
- **UAE National Identity and Culture:** Promote respect for local values, traditions, religion, and culture in line with the ADEK Values and Ethics Policy and the Cultural Consideration Policy.
- **Safe and Inclusive Environment:** Ensure a safe, inclusive, and secure learning environment that is welcoming, caring, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, or gender.
- **Clear Expectations and Consistency:** Establish and communicate clear, consistent, and fair expectations for student behavior, ensuring all students understand what is expected of them, and apply these standards impartially across all situations.
- **Supportive Interventions:** Provide appropriate support and interventions for students struggling to meet behavior expectations, focusing on understanding and addressing the underlying causes of their behavior.
- **Behavioral Assessments:** Students will be assessed on their character development using the CAS Learner Attributes: Compassionate, Self-Disciplined, Collaborative, Responsible, Integrus, Determined, and Courageous.



## Good News Reports Program

Through the Good News Reports Program, we aim to build a supportive school community where positive behavior aligning with the CAS Learner Attributes is recognized and valued. The program is designed to acknowledge students who demonstrate exemplary character and citizenship, as well as those who show significant improvement in their behavior. Specifically, students who demonstrate significant improvement or consistently display the CAS Learner Attributes, including Compassionate, Self-Disciplined, Collaborative, Responsible, Integrous, Determined, and Courageous are rewarded with a Good News Report. By celebrating outstanding progress and behavior, the program aims to motivate all students to strive for continuous personal growth and good citizenship, in line with the CAS Learner Attributes.

The following is the process for rewarding Good News Reports:

- When a staff member observes a student performing a positive deed or demonstrating significant improvement in behavior, they acknowledge the student's action immediately.
- The staff member prCASes the student for their specific behavior, reinforcing the positive action with verbal recognition.
- The staff member then gives the student a Good News Report card, which serves as a tangible acknowledgment of their good behavior.
- Students who receive Good News Report cards will bring them to the Head of Grade at designated times, such as during homeroom periods or at the end of the school day.
- The Head of Grade logs each report, tracking the positive behaviors and ensuring that every student's contributions are recorded accurately.
- Students can exchange their Good News Report cards for various prizes, which might include school supplies, privilege passes, certificates, or other incentives that align with the school's values and goals. Prize exchanges occur at scheduled times, such as weekly or monthly, allowing students to look forward to these moments of recognition.
- Special assemblies or announcements may be made to celebrate the achievements of students who consistently demonstrate positive behavior, providing public recognition and encouraging a culture of positivity throughout the school.

### 1. Levels of Misconduct

School offenses are tiered into four levels:

- **Level-1 Offenses:** Level-1 offenses are behaviors that disrupt the school environment and hinder both teaching and learning. These offenses include actions that negatively impact the overall discipline, order, and atmosphere of the school. The following is a non-exhaustive list of Level-1 offenses:
  - Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.
  - Repeated tardiness to morning assembly.
  - Failing to attend classes on time repeatedly without an acceptable excuse.
  - Frequent unexcused absences from classes.



- Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
  - Failure to follow the Student Code of Conduct inside and outside the classroom (e.g., not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
  - Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
  - Incomplete homework and assignments in a timely manner.
  - Minor misbehaviors such as eating or sleeping during class time without justification or permission (after verifying the student’s health status).
  - Not bringing books and other resources for school without an acceptable excuse.
  - Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- **Level-2 Offenses:** These offenses have a more serious impact, causing significant disruption or damage, or jeopardizing safety. These actions not only disrupt the educational process but also affect the safety and well-being of the school community. The following is a non-exhaustive list of Level-2 offenses:
- Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless during a school approved study leave).
  - Leaving or entering the classroom during class time without permission.
  - Not attending mandatory school activities and events without an acceptable excuse.
  
  - Inciting quarrels, threatening, or intimidating peers in the school.
  - Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy.
  - Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators).
  - Taking out and/or using mobile phones at school without permission and misusing any means of communication (e.g., sending frightening videos to young children).
  - Verbally abusing or insulting any member of the school community (including visitors).
  - Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia, such as e-cigarettes/vaping, on the school premises, on the bus, or during school activities offsite.
  - Refusing to respond to inspection instructions or to hand over banned items.
  - Engaging in minor acts of vandalism.
  - Misuse of mobile phones.
  - Non-compliance with mandatory activities.
  - Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- **Level-3 Offenses:** Level-3 offenses are severe infractions that cause harm or involve dangerous behavior. These behaviors undermine the integrity of the school environment and pose significant risks to the safety and security of everyone involved. The following is a non-exhaustive list of Level-3 offenses:
- Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
  - Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them).



- Leaving the school premises without permission.
  - Seizure, destruction, and/or vandalism of school property.
  - Seizure, destruction, and/or vandalism of the school bus, including causing harm to the driver, supervisor, and/or other road users.
  - Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
  - Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
  - Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
  - Causing harm to others in or around the school.
  - Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- **Level-4 Offenses:** These are the most serious violations and include actions that breach UAE laws or involve severe misconduct. These actions not only violate legal standards but also severely damage the school's reputation and the safety of its community. The following is a non-exhaustive list of Level-4 offenses:
- Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
  - Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
  - Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
  - Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
  - Premeditated theft and/or engaging in its cover-up.
  - Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
  - Leaking exam questions or engaging in related activities.
  - Setting fire to the school premises.
  - Insulting political, religious, or social figures in the UAE.
  - Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
  - Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK Cultural Consideration Policy.
  - Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
  - Trespassing on school premises after school hours.
  - Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.



## 2. Disciplinary Actions & Consequences

- The school shall strive to create a culture of applying positive behavior approaches when dealing with student misconduct. This includes reviewing the incident with the student and giving them a chance to explain, understand, and take ownership and accountability for their misconduct.
- Students are expected to exhibit positive behavior when under the school’s supervision. This includes periods when students are traveling to and from the school using school transportation and moving between, waiting for, and taking part in all activities organized by the school inside or outside its premises.
- The school is authorized to extend the applicability of the Student Code of Conduct to situations where students are representing the school indirectly when not under the school’s supervision, such as when wearing a school uniform in public settings.
- The disciplinary consequences shall be applicable to students in Grade 5 and above. Disciplinary measures for students below Grade 5 shall be subject to Resolution No. (206) of 2020 on the Policy of Managing Positive Behavior for Children in Early Childhood in Educational Institutions.
- The school shall use appropriate guidance and disciplinary actions to help students understand why their behavior is unacceptable and how to improve it, taking into consideration individual circumstances, including social, emotional, and psychological factors. The first approach should always focus on understanding contributing factors, providing support, and reinforcing positive behavior to encourage students to take ownership of their actions.
- Students receive continuous support to understand and rectify their behavior. This support is provided through guidance sessions with counselors or other designated staff, who work with students to identify the reasons behind their actions and support their behavioral improvement.
- The Behavioral Management Committee—consisting of the Principal (or their delegate), a faculty member, the school counselor or social worker, and the Child Protection Officer—shall review and discuss student behavioral concerns, ensuring fair and equitable disciplinary actions appropriate to the student's age, ability, and severity of misconduct.
- The school shall ensure that all behavioral incidents are meticulously recorded, allowing for the tracking of student progress and maintaining accurate records. The school shall keep a record of any student misconduct and actions taken by the school including root cause analyses, meetings with concerned stakeholders, intervention measures, observations of student behavioral progress, disciplinary procedures, and communications.
  - Level-1 Misconduct: Recorded at the class level by the teacher. Misconduct may be added to the student's file or report card if repeated or if escalation is necessary.
  - Level-2, 3, and 4 Misconduct: Recorded at the school level by the administration. All Level-2 (on/offsite suspensions and expulsions), 3, and 4 misconduct reported to ADEK.
- The school will maintain strict confidentiality regarding all information about students’ behavior.

- The school will use any of the following disciplinary actions, provided they are proportionate, age-appropriate, and in line with the Staging of Disciplinary Procedures:
  - Discussion with the student and/or parents
  - Formal and recorded meetings with the student and/or parents
  - Verbal warning
  - Written warning to parents
  - Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension).
  - Loss of school privileges
  - Temporary or permanent confiscation of illicit goods or items belonging to the student if inappropriate (e.g., a mobile phone or music player) with a resolution by the Behavioral Management Committee.
  - Supervised detention during break, lunch, and/or after school (with parental consent)
  - Supervised restorative community work
  - Temporary exclusion of the student from school premises (offsite suspension)
  - Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion)
  
- The following are further procedures and consequences related to specific level-2 offenses:
  - Use of Mobile Phones. If a student is found using a mobile phone while on school premises during school hours, the mobile phone will be confiscated and returned directly to the parent after the parent signs an undertaking.
  - Misuse of Technology. Any misuse of laptops/tablets will result in the prohibition of the student from using the device. The parents will be called to sign an undertaking. Please refer to the Policy on Technology Use & Online Safety for further information.
  - Academic Dishonesty. A student found cheating on an examination/assignment will be in serious breach of the school's academic honesty policy. The student may receive a zero on the exam/assignment. The same disciplinary consequences apply for students found in possession of a mobile phone during an examination as this is considered cheating. This is in line with the Mandate (84) of the Ministry of Education, 2015. Students in external programs who commit academic dishonesty will be treated according to the external program's guidelines on academic dishonesty.
  - Vandalism. A student who commits an act of vandalism of school's or other's property will have to reimburse the school or the person whose property was damaged/lost the cost of the item.
  
- Staff are forbidden to use any of the following methods as disciplinary actions:
  - Corporal punishment (e.g., the use of physical force as a means of discipline or punishment with the intention of causing bodily pain or discomfort, however slight; in line with the ADEK Student Protection Policy)
  - Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs)
  - Psychological punishment (e.g., verbal abuse, issuing threats)
  - Locking a student inside the school premises
  - Seizing the student's personal belongings without having a resolution by the Behavioral Management Committee
  - Lowering or threatening to lower the student's academic grade/score
  - Punishing a group for an individual's misconduct

- Imposing additional schoolwork
- Mocking, insulting, or demeaning the student in private or in public
- Preventing the student from using washroom facilities or consuming water and food
- Detention outside of official school hours without parental consent

### 3. Staged Approach for Dealing with Misconduct

In addressing persistent misconduct, CAS follows a structured approach, with the Behavior Management Committee overseeing the implementation of procedures and decisions regarding consequences.

Monitoring and documentation are integral parts of this process.

- **Disciplinary actions for Level-1 Offenses may include:** warnings, parental notification, counseling sessions, or temporary restrictions on certain privileges.

First time	<b>Verbal Warning:</b> <ul style="list-style-type: none"> <li>– Address the verbal warning to the student and keep a record.</li> <li>– Discuss the expected change in behavior with the student.</li> </ul>
Second time	<b>Written Warning:</b> <ul style="list-style-type: none"> <li>– Issue a written a warning, document the incident in a report.</li> <li>– Notify the parent in writing about the student’s misconduct.</li> <li>– Discuss the expected behavior with the student.</li> </ul>
Third time	<b>Written Warning:</b> <ul style="list-style-type: none"> <li>– Issue a written warning, document the incident in a report.</li> <li>– Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.</li> <li>– The parent is required to sign an undertaking to support the agreed strategy.</li> <li>– Conduct a guidance session to the student.</li> </ul>
More than three times	<b>Written Warning:</b> <ul style="list-style-type: none"> <li>– Issue a written warning, document the incident in a report.</li> <li>– Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.</li> <li>– The parent is required to sign an undertaking to support the agreed strategies.</li> <li>– Conduct a guidance session to the student.</li> </ul>

- **Disciplinary actions for Level-2 Offenses may include:** warnings, parental notification, detention, community service, or referral to counseling services, expulsion.

First time	<b>Written Warning:</b> <ul style="list-style-type: none"> <li>– Issue a written warning, document the incident in a report.</li> <li>– Instruct the student to sign an undertaking not to repeat the offense.</li> <li>– Summon the parent, who is required to sign an agreement/undertaking to support their child in reforming their behavior.</li> </ul>
	<ul style="list-style-type: none"> <li>☐ Conduct a guidance session to the student.</li> </ul>

<p>Second time</p>	<p><b>Onsite Suspension:</b></p> <ul style="list-style-type: none"> <li>– Issue a written warning, document the incident in a report.</li> <li>– Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent.</li> <li>– Notify both the student and the parent of a second written incident report and consequences.</li> <li>– Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student’s behavior.</li> <li>– The parent is required to sign an undertaking to support the agreed strategy.</li> <li>– Conduct a guidance session to the student.</li> </ul>
<p>Third time</p>	<p><b>Onsite Suspension:</b></p> <ul style="list-style-type: none"> <li>– Issue a final written warning, document the incident in a report.</li> <li>– Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.</li> <li>– Notify both the student and the parent of the incident report and consequences.</li> <li>– Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student’s behavior.</li> <li>– The parent is required to sign an undertaking to support the agreed strategy.</li> <li>– Conduct a guidance session to the student.</li> </ul>
<p>More than three times</p>	<p><b>Expulsion:</b></p> <ul style="list-style-type: none"> <li>– Issue and document the incident in a report.</li> <li>– Immediately suspend the student offsite until the end of the investigation, with a notification to the parent.</li> <li>– The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</li> <li>– The parent is required to sign an undertaking to support the agreed disciplinary actions.</li> <li>– After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counseling as per their behavior strategy.</li> </ul>

- **Disciplinary actions for Level-3 Offenses may include:** parental notification, detention, suspension, mandatory counseling, involvement of legal authorities, or expulsion, depending on the severity of the misconduct.

<p>First time</p>	<p><b>Onsite Suspension:</b></p> <ul style="list-style-type: none"> <li>– Issue and document an incident report.</li> <li>– Immediately suspend the student inside the school of up to 3 days.</li> <li>– The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions.</li> <li>– The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.</li> </ul>
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	<p>☒ Conduct a guidance session to the student.</p>
Second time	<p><b>Offsite Suspension:</b></p> <ul style="list-style-type: none"> <li>– Issue a written final warning and document the incident in a report.</li> <li>– Immediately suspend the student offsite until the end of the investigation/of up to 3 days with a notification to the parent.</li> <li>– The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.</li> <li>– Provide the student and the parent with a final written warning/undertaking. Summon the student and the parent to the school to present the Committee’s decision.</li> <li>– Conduct a guidance session to the student.</li> </ul>
More than two times	<p><b>Expulsion:</b></p> <ul style="list-style-type: none"> <li>– Issue and document the incident in a report.</li> <li>– Immediately suspend the student offsite until the end of the investigation of up to 5 days with a notification to the parent.</li> <li>– The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</li> <li>– Provide the student and the parent with an undertaking. Summon the student and the parent to the school to present the Committee’s decision.</li> <li>– After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy.</li> <li>– Conduct a guidance session to the student.</li> </ul>

- **Disciplinary actions for Level-4 Offenses may include:** parental notification, immediate suspension, immediate expulsion and legal consequences in accordance with local laws.

First time	<p><b>Offsite Suspension:</b></p> <ul style="list-style-type: none"> <li>– Issue a written final warning and document the incident in a report.</li> <li>– Immediately suspend the student offsite until the end of the investigation of up to 5 days with a notification to the parent.</li> <li>– The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</li> <li>– Provide the student and the parent with an undertaking. Summon the student and the parent to the school to present the Committee’s decision.</li> <li>– Conduct a guidance session to the student.</li> </ul>
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<p>More than one time</p>	<p><b>Expulsion:</b></p> <ul style="list-style-type: none"> <li>– Issue and document the incident in a report.</li> <li>– Immediately suspend the student offsite until the end of the investigation of up to 5 days with a notification to the parent.</li> <li>– The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</li> <li>– Provide the student and the parent with an undertaking. Summon the student and the parent to the school to present the Committee’s decision.</li> <li>– Conduct a guidance session to the student.</li> </ul>
	<p>Ⓜ <b>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy.</b></p>

**4. Positive Handling**

The school is authorized by ADEK, in certain circumstances, in order to maintain good order, to physically intervene to prevent students from harming themselves or others, and allow staff to use reasonable force.

- When choosing to restrain a student, all other options shall initially be considered and positive handling shall be the last resort in managing situations. Positive handling is used in cases to protect students, in circumstances such as to prevent students from:
  - Leaving the classroom or school premises where allowing the student to leave would risk their safety and/or that of others
  - Injuring themselves and/or others
  - Damaging property
  
- Any response to extreme behavior should be reasonable and proportionate, and conducted with minimal usage of physical force and staff shall consider the risks and carefully consider any vulnerabilities of the student (e.g., vision and hearing impairment, mobility restrictions, mental health needs, medical conditions). Such conduct shall only be in accordance with the following:
  - The student should be in immediate danger of harming themselves and/or others.
  - The member of staff should have good grounds for believing this.
  - Only the minimum force necessary to prevent injury or damage should be applied.
  - Every effort should be made to secure the presence of other staff before positively handling a student, for the purpose of securing assistance or witnesses.
  - Once the situation is deemed to be no longer dangerous, the student should be allowed to regain self-control.



## 5. Support and Intervention

The school provides appropriate and student-centric interventions to support students who exhibit behaviors of concern or are at risk of doing so. The following outlines the procedures for implementing supportive interventions.

- **Needs Analysis and Tiered Support:** CAS Schools shall conduct a needs analysis to determine the causality and extent of support required for students. Interventions shall be provided to students based on a tiered model of support response, adhering to the ADEK Inclusion Policy and ADEK Educational Risk Policy.
- **Provision of Professional Support:** Students shall receive professional support tailored to their specific needs, including counseling services, in accordance with the ADEK Student Mental Health Policy. Engagement with parents and relevant stakeholders, such as teachers, will be facilitated as appropriate. Ongoing monitoring of student progress shall be conducted to ensure effectiveness of interventions.
- **Referral to External Specialists:** In cases requiring intensive, individualized, and long-term support, students may be referred to external specialists. Parents will be responsible for

monitoring their child's progress and providing updates to a designated school staff member. The designated staff member may share relevant information with stakeholders as necessary.

- **Integration with Disciplinary Procedures:** Disciplinary actions, as outlined in the school's policy, may be taken concurrently with interventions in cases of student misconduct.
- **Preservation of Support for Students with Additional Learning Needs:** Support and interventions for behavioral concerns shall not diminish or replace the support available to students with additional learning needs, as detailed in their Documented Learning Plan (DLP). In cases where disciplinary procedures are being exercised in relation to students with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action.
  - The school shall ensure that any underlying special educational needs affecting behavioral regulation are considered in determining appropriate disciplinary action.
  - The Student Support Team shall develop a Documented Learning Plan (DLP) and/or Risk Assessment to manage instances where students with additional learning needs cannot regulate their behavior in a similar manner to their peers due to an underlying need.
  - Sufficient guidance shall be provided to students to ensure continued learning during supervised detention and/or suspension periods.



## 6. Appeals Procedure

An appeal is a formal request made by parents to review and reconsider a school's decision regarding their child's suspension or expulsion. It involves submitting a request within specified timelines and receiving a final decision after the school reviews the case.

- **Timeline for the Appeal:** Parents have 1 working day to appeal a school's decision to suspend their child. Parents have 10 working days to appeal a school's decision to expel their child.
- **Modes of Appeal:** Appeals can be made via email, telephone, or face-to-face meeting, as per the parent's preference.
- **Decision of the Appeal:** Following a review by relevant personnel (Behavioral Management Committee), the school shall issue a final decision (accept or reject) within 2 working days for suspension cases and within 7 working days for expulsion cases. The decision shall be communicated to the parent.
- **Escalation Process:** If the school fails to respond to the appeal within 3 working days, or if the parent rejects the school's final decision, the parent is entitled to log a complaint to ADEK within 5 working days.
- **ADEK Investigation:** ADEK reserves the right to investigate any complaint related to suspension and expulsion following the school's final decision.

## POLICY ON ANTI-BULLYING

Every person has the right to feel safe and to be treated with respect and fairness. Unfortunately, in schools both large and small, there are students who have the potential to engage in acts of bullying that can be significantly harmful to others. It is the responsibility of the school to ensure that effective preventative and response measures are taken to safeguard its students and promote a culture of respect and care among them. The school recognizes that cyberbullying is illegal and a criminal offense according to UAE law, and will take necessary law enforcement measures if needed to protect its students, considering it a child protection concern. The policy is consistent with the school's Student Behavior Policy, Child Protection Policy, and Student Health & Wellbeing Policy.

This policy aims to:

- Provide guidelines for staff, students, and parents for promoting a safe and caring environment for all members of our school community, and an ethos of mutual respect and tolerance for others.
- Ensure that students, parents, and staff are aware of the definition of bullying and its distressing effects, understand the referral procedures for reporting bullying incidents, and are familiar with the strategies for supporting those involved.
- Create a school community where bullying is recognized as unacceptable and all students feel valued, secure, and happy.

## DEFINITIONS

- **Bullying:** It involves a person being hurt, distressed, pressured, or victimized by repeated intentional attacks by another individual or group. Bullying can take various forms, including physical, verbal, textual, cyber, and social behavior:
  - **Physical:** Hitting, punching, pushing, scratching, biting, spitting, tripping.
  - **Verbal:** Name-calling, teasing, putdowns, sarcasm, ethnic or religious insults,



- physical, social, or academic disability insults.
  - **Textual:** Passing notes, writing on desks or in Student Planners/Diaries.
  - **Cyber:** Email, text messages, social media (Facebook, Twitter, Snapchat, Instagram), chat rooms, internet sites.
  - **Social:** Ignoring, excluding, mimicking, spreading rumors, defaming, dirty looks, intimidation, extortion, stealing, hiding or breaking possessions.
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- **Cyberbullying:** It is the use of digital platforms to willfully and repeatedly inflict harm by sending or spreading text messages or audiovisuals of an insulting or threatening nature. It includes harassment, vilification, unauthorized sharing, and publicizing private information and images.

## GUIDING PRINCIPLES & PROCEDURES

The following guiding principles and procedures outline the responsibilities and actions to be taken by the school, students, and parents in preventing and responding to bullying.

### School Responsibilities

The school has a responsibility to create and maintain a safe and supportive environment for all students. This includes rCASing awareness, providing education and training, establishing clear policies and procedures, and offering support and intervention for those affected by bullying.

#### 1. Access and Awareness:

- Provide access to the Anti-Bullying Policy and related policies via the school website.
- Ensure staff are aware of their roles in implementing bullying prevention and response strategies, and are confident in identifying and referring students at risk.
- Promote a positive culture around school core values, rCASing awareness about the harmful effects of bullying.
- Ensure students are given clear guidance on how to respond to bullying incidents.
- Ensure all incidents of bullying are dealt with immediately and managed in line with the Anti-Bullying Policy, Student Behavior Policy, and Child Protection Policy.

#### 2. Support and Intervention:

- Provide support and guidance to victims of bullying and intervention for individuals who bully others.
- Encourage students to report incidents of bullying and establish reporting as responsible behavior valued in the school community.

#### 3. Education and Training:

- Develop and distribute educational materials to inform students and staff about the signs of bullying and how to prevent it.
- Conduct regular training sessions for staff to ensure they are equipped to handle bullying incidents effectively.
- Educate students and staff on how to identify bullying, including recognizing the signs of bullying and understanding its various forms.
- Provide training sessions and workshops for staff and students on the impact of bullying and effective strategies for prevention and response.
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**4. Monitoring and Evaluation:**

- Implement regular school-wide surveys to monitor the prevalence and types of bullying, and to assess the effectiveness of anti-bullying strategies.

**5. Bullying Prevention Strategies:**

- Develop and implement a school-wide anti-bullying program that includes recognizing vulnerabilities for students with additional learning needs.

**Proactive Measures:**

- Promote inclusive practices and foster a positive school culture where diversity is respected and valued.
- Implement social-emotional learning programs to teach students skills like empathy, emotional regulation, and conflict resolution.
- Conduct regular school-wide activities and campaigns to raise awareness about the effects of bullying and the importance of kindness and respect.
- Establish clear school rules and policies that explicitly prohibit bullying and outline the consequences of such behavior.

**Support for Vulnerable Students:**

- Identify students with additional learning needs who may be more vulnerable to bullying and provide them with additional support and resources.
- Create peer support programs, such as buddy systems, to help integrate and support vulnerable students.
- Provide training for staff on recognizing and addressing the specific needs and vulnerabilities of

**Community Involvement:**

- Engage parents and the wider school community in bullying prevention efforts through informational sessions, workshops, and regular communication.
- Encourage parents to reinforce anti-bullying messages at home and to be active participants in promoting a positive school culture.

**Student Responsibilities**

Students play a crucial role in maintaining a bully-free environment by adhering to school policies, reporting incidents, and supporting their peers.

**1. Conduct and Values:**

- Abide by the school's code of conduct and practice the school core values at all times.
- Demonstrate kindness and respect towards all peers, promoting an inclusive environment.

**2. Reporting and Intervention:**

- Speak out against bullying and report any incidents immediately.
- Seek adult assistance if witnessing bullying.
- Intervene verbally in a bullying incident only if it does not place them in harm's way.



### 3. Behavior:

- Avoid physical violence and verbal insults.
- Refrain from propagating rumors or offensive materials.
- Reach out to victims of bullying and offer support.
- Participate in school-wide anti-bullying programs and initiatives.
- Actively engage in creating a positive and safe school culture.

## Parent Responsibilities

Parents are partners in promoting a safe and respectful school environment. Their support and involvement are critical in reinforcing the school's anti-bullying policy.

### 1.Support and Communication:

- Support school core values of tolerance and respect and encourage children to exercise these values.
- Be aware of the policy and strategies implemented in the school and discuss them with their children.
- Encourage children to report bullying incidents to their teachers.
- Encourage open communication with their children and look for positive strategies to deal with feelings.
- Recognize and value the partnership between home and school, leaving incident handling to the school.

### 2. Monitoring and Involvement:

- Monitor their children's social interactions and online activities to detect any signs of bullying.
- Collaborate with the school to reinforce anti-bullying messages at home.
- Attend school meetings and workshops on bullying prevention and intervention.
- Model respectful and empathetic behavior in all interactions.

## Procedures for Responding to Incidents:

When bullying incidents occur, it is essential to respond promptly and effectively to protect the victim and address the behavior of the perpetrator.

### Investigation:

- The school shall conduct a thorough investigation and take necessary actions to protect the victim and reeducate the perpetrator.
- Staff must report bullying incidents to the Head of Grade/Department Head.
- The Head of Grade/Department Head will inform the Head of Pastoral Care, who will conduct a thorough investigation with the Student Support Team (SST).
- Details of the investigation will be recorded confidentially and shared with respective parents.

### Actions and Follow-up:

- Meetings with parents of both the perpetrator and the victim will be held, informing them of the incident's severity and the school's response.
- A plan of action will be generated to support the students and prevent recurrence.
- Decisions on actions for both the victim and the perpetrator will be made, with the perpetrator's consequences ranging from exclusion from activities to suspension or



expulsion.

- A detailed report will be prepared and kept in the students' files, ensuring confidentiality.
- Intervention and support procedures will be implemented, with referrals to the school counselor if necessary.
- Continued monitoring of the students involved will be conducted by teachers, the counselor, and the Head of Pastoral Care.

### **Behavioral Management Committee Role:**

The Behavioral Management Committee is responsible for ensuring fair and equitable disciplinary actions in serious bullying incidents.

- The Behavioral Management Committee—consisting of the Principal (or their delegate), a faculty member, the school counselor or social worker, and the Child Protection Officer—shall review and discuss serious bullying incidents, ensuring fair and equitable disciplinary actions appropriate to the student's age, ability, and severity of misconduct.
- The committee shall be available to convene at any time to address urgent situations and ensure that all disciplinary actions are consistent with the school's policies and values.

### **Procedures for Intervention and Support**

Providing appropriate intervention and support for both victims and perpetrators is essential in addressing and preventing bullying.

#### **For Victims of Bullying:**

- **Immediate Support:** Offer an immediate opportunity for the victim to talk about their experience in a safe and confidential environment.
- **Individual Counseling:** Provide individual counseling sessions to help the victim develop coping strategies and resilience, focusing on how to deal with bullying behavior.
- **Parental Involvement:** Inform and collaborate with the victim's parents to ensure they are aware of the situation and can provide additional support at home.
- **Monitoring and Follow-up:** Continue to monitor the victim's behavior and emotional well-being, offering ongoing support and check-ins to ensure they feel safe and supported.
- **Preventative Measures:** Implement necessary actions to prevent further bullying, such as adjusting the victim's schedule or implementing protective measures during school activities.

#### **For Perpetrators:**

- **Identify Causes:** Work with the perpetrator to identify possible causes of their bullying behavior, addressing any underlying issues or contributing factors.
- **Parental Collaboration:** Inform the perpetrator's parents and request their support in implementing a clear plan of action for behavioral modification.
- **Counseling Sessions:** Provide individual counseling sessions to discuss the seriousness of their behavior, the impact on others, and necessary changes to their actions and attitudes.
- **Behavioral Monitoring:** Continue to monitor the perpetrator's behavior closely, providing feedback and support to encourage positive behavior changes.
- **Targeted Intervention:** Implement targeted interventions, such as social skills training or conflict resolution programs, to support the development of socially appropriate behavior.
- **Accountability and Consequences:** Ensure that the perpetrator understands the consequences of their actions and holds them accountable, implementing disciplinary actions as needed in line the school policy.





## GUIDELINES FOR HEALTHY AND BALANCED EATING

At CAS, we are committed to promoting healthy and balanced eating habits among students and ensuring they have access to a safe and healthy diet. Parents are expected to support the school in creating a healthy food culture and promoting healthy food choices by ensuring that their children have access to safe and healthy food.

In accordance with the Abu Dhabi Quality and Conformity Council (QCC) standards, parents are expected to adhere to the following guidelines when preparing meals and snacks for their children. These guidelines are designed to ensure the safety and well-being of students, promote nutritious eating habits, and comply with the QCC's emphasis on food safety and quality within educational settings.

Accordingly, parents are expected to immediately notify the school of any specific allergies or dietary intolerances their child develops and ensure that their child's school health record is updated and accurate.

Note that, as an alternative, the school canteen provides students with healthy, nutrient-rich food in line with the requirements of the Abu Dhabi Guideline for Food Canteens in Educational Institutions.

### 1. Healthy Food & Beverages

Parents are expected to pack healthy meals for their children, ensuring a balanced diet that includes fruits, vegetables, whole grains, lean proteins, and healthy fats. This would provide the essential nutrients needed for growth, development, and overall well-being.

- **Fruits and Vegetables:** Include a variety of fresh fruits, such as apples, berries, and orange segments, or a variety of vegetables, such as carrot sticks, cucumber slices, and cherry tomatoes.
- **Whole Grains:** Choose whole-grain options for sandwiches and wraps, such as whole-grain bread or tortillas, or include whole-grain crackers or whole-grain pasta salads.
- **Protein-Rich Foods:** Pack lean proteins, such as grilled chicken strips, turkey slices, or beans. Hard-boiled eggs and hummus are also great protein sources.
- **Dairy or Dairy Alternatives:** Add low-fat dairy products, such as cheese sticks, yogurt, or milk. For those who are lactose intolerant, include fortified dairy alternatives such as almond milk, soy yogurt, or oat milk.
- **Healthy Fats:** Include healthy fats by adding foods like avocado slices and hummus. These can be paired with whole-grain crackers or vegetables for a nutritious snack.
- **Water:** Ensure your child brings at least one water bottle to school or enough water to last throughout the day. Adequate hydration is essential for overall health. Note that students have access to drinking water in school throughout the day.
- **Other Healthy Beverages:** Besides water, healthy beverage options include milk (or lactose-free and plant-based alternatives like almond, soy, or oat milk), 100% fruit juice, and homemade smoothies with fresh or frozen fruits can also be a nutritious choice if they are low in added sugars.



## 2. Unhealthy Food & Beverages

Parents must avoid packing unhealthy foods and beverages for their children, such as those high in sugar, salt, and unhealthy fats. This includes processed foods, sugary snacks and beverages, and fried foods.

- **Fried Foods:** Avoid sending fried foods such as fried chicken and french fries. QCC standards discourage high-fat and calorie-dense foods that contribute to poor nutrition and weight gain.
- **Sugary Items:** Avoid packing snacks and beverages high in sugar, such as candy, chocolates, pastries, and sugary drinks. These items can lead to dental problems, obesity, and energy fluctuations.
- **Processed and Packaged Foods:** Limit heavily processed and packaged foods like chips and pre-packaged baked goods. These often contain high levels of salt, sugar, and unhealthy fats, contrary to QCC recommendations.
- **Artificial Additives:** Avoid foods with artificial colors, flavors, and preservatives, which can have negative effects on children's health and behavior. This aligns with QCC's focus on natural and minimally processed foods.
- **Unhealthy Beverages:** Certain beverages, including coffee, energy drinks, and certain sodas, are prohibited as per QCC guidelines. These are unsuitable for children and can negatively affect concentration and sleep.

## 3. Food Restrictions

- Chewing gum is prohibited on the school campus for various reasons, including maintaining cleanliness and proper etiquette.
  - **Ensuring Cleanliness and Protecting School Property:** Improperly discarded gum often ends up stuck to floors, desks, doors, and other surfaces, creating a mess that is both unsanitary and difficult to clean. This not only poses significant cleaning challenges but also increases maintenance costs for the school.
  - **Promoting Proper Etiquette:** Chewing gum can be disruptive in a classroom setting, not only due to the noise it generates but also because of behaviors such as open-mouth chewing and bubble popping. These actions are often considered impolite and can detract from the overall learning environment
- Following QCC standards, all types of nuts (including peanuts) are strictly prohibited for personal consumption or distribution on school premises due to the high risk of severe allergic reactions. This policy applies to all students, regardless of whether they have allergies, to ensure the safety of those who do.
- Parents are responsible for ensuring that they pack safe meals for their children with food allergies or specific dietary intolerances, such as gluten and lactose intolerance.

## 4. Food Delivery Services:

- Students are not permitted to use external food delivery services (e.g., Talabat) during school hours.



## POLICY ON STUDENT HEALTH & WELLBEING

Central to our mission at CAS is promoting positive mental health and wellbeing for our students, and recognizing the importance and impact of their mental health and wellbeing on their learning and achievement. The school has an important role in providing a nurturing and supportive environment to develop self-esteem, provide positive experiences, and engender a sense of belonging to a safe and caring community.

### DEFINITIONS

The World Health Organization defines mental health as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”.

Mental health and wellbeing is not just the absence of mental health problems but it is the nurturing of our students by:

- building their self-esteem and confidence in themselves,
- developing empathy towards others,
- developing the ability to maintain positive relationships with others,
- developing the ability to cope with the stresses of everyday life and to adapt to change, and
- developing a positive outlook on life and the desire to learn and achieve.

This policy sets out the responsibilities of the staff and parents in promoting positive mental health, preventing mental health problems, identifying and supporting students with mental health needs.

### GUIDING PRINCIPLES AND PROCEDURES

#### School’s Responsibilities

- Form a Wellbeing Team that consists of the school counselors and pastoral staff who are responsible to deliver the school’s Health & Wellbeing Program, and to whom students can refer to in case they feel the need for the support.
- Ensure that all staff understand their responsibility in promoting students’ positive mental health, and are able to detect early warning signs of mental health problems.
- Ensure that all staff and parents understand the possible risk factors that may have a significant impact on students’ wellbeing, such as having a physical long-term illness, a parent with a mental health problem, death and loss, including loss of friendships, family breakdown and bullying.  
They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, and a sense of worth and belonging.
- Establish an open line of communication through which parents may inform the Wellbeing Team of their concerns regarding their children’s mental health and state of wellbeing.
- Create an environment where students feel valued, safe and respected with zero tolerance to stigmatization, bullying and adversity.
- Create an open and positive culture that encourages discussion and understanding of these issues.



### Wellbeing Team Responsibilities

- Create and conduct Health & Wellbeing sessions for students and parents to promote open discussion, rCAsE awareness, engage students in self-reflective activities, and provide students with coping strategies and guidance.
- Implement strategies that allow the school to reach out to as many students as possible and elicit genuine responses from those who require guidance and assistance.
- Provide immediate support and follow up for students who are in need.
- Ensure that students feel safe with the understanding that what they share will remain confidential.
- Help students to develop social relationships, support each other and seek help when they need it.
- Build students social and emotional skills, which provide them the necessary tools to foster and maintain a healthy state of mental wellbeing.
- Ensure that students with mental health needs get early intervention and support.
- Assist students through times of change and stress.
- Educate students and rCAsE their awareness regarding mental health and the factors, both positive and negative, which influence their state of mental wellbeing.
- RCAsE student awareness regarding stigmatization and how they can reduce the stigma surrounding health issues.
- Ensure that students know where they can go should they need help and support.

### Parents' Responsibilities

- Parents are responsible to inform the school of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing.
- Parents are encouraged to participate in the conferences held at the beginning and during the academic year, and to share any concerns they may have about their children's wellbeing in order for the school to be able to better support these children from the outset.
- Parents of children suffering from mental health issues should be actively involved with the Wellbeing Team participating in implementing strategies to support their children.
- Parents are responsible to create a healthy and safe home environment for their children.

## CHILD PROTECTION

The school plays an important role in protecting the physical, psychological and emotional wellbeing of students. This includes preserving students' right to be safeguarded from physical abuse, violence, sexual assault, and psychological and emotional abuse. The school will provide a safe, supportive and disciplined learning environment for students, and take preventive and appropriate measures to ensure their safety at all times; whilst they are on campus, using the school bus to and from school, and while moving between activities organized by the school.



The purpose of this policy is to emphasize the protection of students, provide the guidelines for safeguarding them from any form of abuse, violence or harm while in the care of the school, and ensure that the response to any form of acts of abuse is according to the UAE Federal Law and ADEK regulations.

### Definitions

- A **child** refers to a person under the age of 18.
- **Child protection** is defined as all intervention and support that must be undertaken to protect a child from risks that may cause harm or injury while they are in the care of the school. This includes but is not limited to transportation services to and from school and moving between, waiting for, and taking part in, all activities organized by the school whether on campus or external venues.
- The **school day** is the time spent by a student under school supervision; this includes transportation services to and from school, co- and extra-curricular activities and any organized curriculum events.
- When referring to **abuse**, the school is guided by federal law and ADEK policies and has identified them in the following 5 key areas;
  1. **Physical:** the deliberate injury to a student, or the intentional failure to prevent physical injury. This includes but is not limited to; hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, confinement or giving drugs not prescribed by a physician. Corporal punishment is physical abuse by an adult, such as a parent, guardian, or teacher, who inflicts physical punishment as a form of discipline.
  2. **Emotional:** the persistent ill-treatment of a student which causes severe and persistent adverse effects on their emotional wellbeing and development. This includes but is not limited to; bullying, conveying negative emotions that make them feel unloved or not valued, actions that cause fear or put students in danger and the exploitation or corruption of students to be involved in actions they are not informed about.
  3. **Sexual abuse and exploitation:** is defined as forcing or enticing a student to take part in sexual activities. This includes but is not limited to; physical contact which invades personal space or penetrative acts, non-contact activities; looking at or being involved in the production or distribution of pornographic material, watching sexual activities or encouraging students to behave in sexually inappropriate ways.
  4. **Bullying:** is aggressive behavior from one or more students to another student and involves an observed perceived power imbalance. This includes but is not limited to; tripping, hitting, teasing, cyber-bullying (including instant messaging, email, chat-rooms, pictures, websites, pictures or video using technology such as cell phones, laptops, personal computers). A student can be a perpetrator, victim or both.
  5. **Neglect:** is the persistent failure to meet a child's basic physical, emotional and/or psychological needs that could result in serious impairment of the child's health or development. It involves the failure of a parent or guardian to take actions that are considered necessary to care for a child

This includes but is not limited to; adequate food, clothing and shelter, protection from physical harm or danger, access to healthcare and appropriate medical treatment, access to education (including regular school attendance) and maintenance of personal hygiene.



## Policy

1. The school shall protect students from any form of abuse, violence, or harm, whether it may be physical, sexual, or emotional.
2. The Principal accepts the status of loco parentis for all students whilst they are in the school's care, including traveling to and from school using transport provided by the school and while moving between, waiting for, and taking part in all activities organized by the school.
3. The school will provide supervision of students 45 minutes before the start of the school day and 90 minutes after the school hours. It is not the responsibility of the school to supervise students beyond these hours.
4. All staff members are expected to abide by all the school's and ADEK's standards for professional conduct to ensure the safety and wellbeing of the students.
5. All staff will not tolerate harassment in any of its forms. Any suspicion of a student being or may be harmed or abused in any way will be reported to the Principal and Child Protection Officer and will be dealt with according to the procedure of this policy.
6. The school is authorized and mandated by ADEK to report all cases of suspected abuse and/or neglect (conducted by a perpetrator inside or outside the school) to the legal authorities. The school will report any suspected breach of the child protection policy to parents/guardians, ADEK and other government entities (i.e., HAAD and the police).
7. The school shall protect the confidentiality of students and their personal data and the confidentiality of reports and investigations related to any kind of student abuse and communications in dealing with ADEK and relevant government entities.
8. The school will provide students with access to a fully trained and licensed school counselor to assist them where needed in dealing with any issue they may have or the results of any investigation or suspected breach of child protection.
9. The school shall take preemptive measures with regards to reasonably foreseeable harm to students;
  - The school will raise student awareness of forms of abuse and how to report it.
  - The school will ensure that all employees, including bus drivers, have been subjected to thorough background checks on criminal records; all new hires will be required to submit police clearance certificates from their last country of employment.
  - All staff members, including support staff, bus drivers, volunteers, and part time staff, will be required to sign a statement of commitment to this Child Protection Policy.
  - The Principal will ensure that all specified staff attend the child protection trainings conducted by ADEK and other governmental entities.
  - The school will provide members of the school staff with the required training in health and safety (i.e., first aid, CPR), and prevention matters so that the school staff knows what is expected of them and what to look out for with respect to child protection.
  - Staff members, including support staff, bus drivers, volunteers, and part time staff, will be required to undergo training on child protection; this includes but is not limited to; health and safety, prevention material, how to recognize signs of abuse, first aid (where relevant).
  - The school will implement an integrated and fully functioning access and security system, that includes school entry and exit procedures and surveillance security system, to ensure the safety and wellbeing of all students, staff, and visitors on school campus.
  - All students, staff, parents and visitors must wear their school issued ID card at all times when on school campus. The school holds the right to issue a new ID card for any person found on school campus without one; charges may incur.The school will ensure that all sensitive and critical locations of the school premises, as well as



many commonly utilized areas (i.e., entrances and exits to the school, hallways, storerooms, and computer labs) and areas for storage of valuable/confidential/dangerous items are under visual surveillance.

- The publication of photographs and images will be conducted only after acquiring the consent of students' parents/guardians. All images of students will accurately and appropriately represent students at all times with regard to their social and cultural environment.
- The school will ensure that janitors are appointed to areas during school hours that conform to the following gender assignment; KG–Grade 5 are assigned female janitors only and Grade 6–12 are assigned female janitors for female areas and male janitors for male areas.
- The school's clinic shall be equipped with the necessary resources and equipment to provide regular and emergency medical services; female nurses shall attend to students in KG–Grade Grade 12, and a male nurse, if employed, will attend to male students only in Grades 6–12. Nurses will operate on full-time basis in compliance with the Health Authority of Abu Dhabi (HAAD).

### Procedures for Reporting Incidents

The school shall conduct a thorough investigation and report immediately to ADEK all incidents of abuse which students face including any form of physical harm, violence, emotional abuse, sexual abuse, or neglect.

1. If any such incident is proven or suspected, the staff member must report the incident to the Child Protection Officer.
2. The Principal, together with the Child Protection Officer, will conduct a thorough formal investigation and will maintain clear and scrupulous communication and actions when dealing with the relevant government entities, such as HAAD, social welfare institutions, and police departments.
3. The student will be referred to the school counselor who will keep a full and comprehensive record of all information. This must contain dates and times, and actual words the student used. If physical signs of suspected abuse are visible, the size and whereabouts will be noted.
4. Records of the investigation, including written statements from those involved, will be kept confidential and will be shared with ADEK when requested. However, in those unusual circumstances where failure to disclose may result in clear risk to the student or to others, the counselor may disclose minimal information necessary to avert risk.
5. A conscious decision will be made about the most appropriate action that should be taken for the student immediately after disclosure (i.e., returning to class, providing student with further counseling) to ensure that student is protected.
6. In an event a staff member is alleged to have abused a student, the school will immediately suspend the suspected member of staff from duty to safeguard those involved, pending further investigation, and a decision is made concerning the member of staff's eligibility to continue to work.
7. Where the school uncovers a case of severe abuse outside of school, the school will follow-up on the case with the Child Protection Officer. The school will take the necessary steps to protect the child by communicating to parents/guardians to discuss the matter, or by forwarding the case to the relevant official entities in the UAE (social support institutions).
8. A detailed report will be prepared concerning the incident and the procedures taken in this regard. The report will be kept in the student's file and the school shall ensure confidentiality of the student. The school may notify the relevant official entities in case the incident is a crime.



## SCHOOL ENTRY & EXIT

As part of ensuring the safety and wellbeing of our students and staff, parents and visitors are expected to abide by the following regulations when accessing the school premises:

1. Parents/guardians who are permitted to enter the school premises must wear the Parent Access ID card at all times when on school premises.
2. Parents are not permitted to enter the school premises during the school day unless they have a scheduled appointment. Parents entering the school premises during school hours must sign in at the gate.
3. Administrators and teachers will only meet with parents who have scheduled appointments. Parents may not interrupt administrators and teachers from their daily tasks in order to discuss a matter.
4. Appointments are not required if the parent is visiting the Accounts Department, Transport Department, Book Store or Uniform Store.
5. Visitors are allowed to enter the school premises only with a scheduled appointment and permission from the school administration. Visitors must submit an identity card (i.e., ID card or driving license) to the security guard. The visitor will be given a visitor's badge that must be worn at all times when on school premises.
6. Parents and visitors are not allowed to visit other staff members or departments not claimed at the gate.
7. Parents and visitors are strictly prohibited from roaming the school premises, hallways, entering classes, taking photos and videos, and using student washrooms. Such actions are considered a violation of the school's Child Protection Policy.

## TRANSPORTATION AND SCHOOL BUS RULES

Parents/Guardians choose how they wish their children to commute between the home and school.

**Parents/Guardians.** Parents/Guardians must collect their children from school on time at the end of the school day. If parents/guardians of students in Grades K–12 cannot pick up their children from school, then they should send an email or a letter informing the school of the identity of the person collecting the child.

**Alone.** If the parents/guardians choose to have their children commute between home and school alone, they should understand that once their child leaves school premises at the end of the school day, the safety of their child is fully their responsibility and the school does not hold any liability.

**Bus.** If the parents/guardians choose to have their children commute between the home and school by bus, then the parents and the students are kindly requested to understand and comply by the following rules:

- All students at all times, must sit in their assigned seat and wear their seatbelt.
- Students must wait at the bus stop 5 minutes before the scheduled time of pick-up. If the bus arrives at the stop at the scheduled time and the student is not there, the bus will not wait and will continue its trip.
- Students must directly go to their buses immediately after the school day ends and must be on the bus at the scheduled times. Buses will leave at the scheduled times and will not wait for late students.





- Parents must arrange for transportation should a student miss the bus due to being late.
- Students are not allowed to leave the bus or leave unattended items on the bus once they board the bus.
- Parents/Guardians should wait for their children at the bus stop where they are dropped off 5 minutes prior to the scheduled time of the bus arrival. If the parent/guardian is not at the bus stop when the bus arrives, then the student remains on the bus and will be returned to school.
- Parents/Guardians who request that their children to leave the school bus alone when dropped off should understand that once their children leave the bus at the agreed location, their safety is fully their responsibility and the school does not hold any liability. Please note that parents/guardians of children under the age of 15 years must collect their children from the bus stop and may not request that their children to leave the school bus unattended by them.
- Parents who withdraw their children from using the school bus services should report the cancellation in writing to the Bus Supervisor.
- In case of a change in a student's residence after the commencement of the school year, the school should be informed of the new address at least one week before moving to the new location. In addition, the school cannot guarantee that the bus service can be arranged to the new location.
- Parents of bus students must inform the school before 12:30 pm if they wish to pick up their children from school instead of sending them home by bus.
- If parents of bus students show up at school to pick up their children without notifying the school before 12:30 pm, they will be asked to wait until the end of the day when all the bus students are dismissed. Parents then inform the bus supervisor that they are taking their children. Additionally, to ensure the safety and the well-being of all students on the bus, students should abide by the following rules:
  - Board and depart the bus properly.
  - Remain seated at all times until dismissed.
  - Wear the seatbelt at all times.
  - Follow the orders of the bus driver and the bus assistant.
  - Sit quietly in the assigned seat and avoid moving about and disturbing others.
  - Refrain from fighting and pushing.
  - Refrain from littering and throwing objects in and out of the bus.
  - Refrain from eating and drinking the bus.
  - Be courteous and use proper language.
  - Refrain from tampering with bus equipment.

Note that all school rules apply to the school bus too. Any student who breaks the school bus rules or behaves in a manner that threatens the safety of others on the bus will be reported to the administration and will receive a disciplinary warning. After this warning, if the student commits three offenses, the student will be denied the privilege to use the school bus services.



## Parent Communication

Outstanding student outcomes are a result of outstanding partnerships between school and families. CAS endeavors to forge those partnerships by provide parents with timely information so that they can be informed participants in the school life and the learning of their children. Keeping abreast of regular school communication is essential and parents are required to actively read communication. The school communicates with parents and the community in a number of different ways:

### Email

Email is the most common form of individual communication that a CAS will receive. School staff will use email for general information, requests for meetings, to share documentation etc. Parents are encouraged to note the email address of key personnel such as your child's homeroom teacher and grade leader. All CAS email addresses have the domain and begin with the member of staff's first initial and full surname.

### Phone

On some occasions phone contact will be more appropriately such as when information needs to be shared more urgently or permission from a parent is needed quickly e.g. when a child visits the school doctor/nurse. It is essential that you ensure that your most up to date phone number is saved in the school system. Please be aware that staff will not share their personal phone numbers and we ask that if you do need to contact then via phone that you call the school reception.

### Weekly Update

Each grade level publishes a Weekly Update newsletter on CAS website which outlines the week ahead and any other key information for parents. It is important that all parents read this so that they do not miss important information.

### CAS web portable

CAS web portable is a password-protected website that allows parents to view up-to-date information about the progress of their children. Through web portable, parents have access to their children's academic performance, attendance records, disciplinary issues, and contributions. web portable also provides parents with the latest school news, events, and calendars. Using web portable, parents can:

- ◆ Check their child's grades as well as disciplinary and attendance records. This information is updated weekly.
- ◆ Remain up-to-date on the latest school announcements and events
- ◆ Consult the school calendar

### Student/Parent/teacher conferences

Held 3 time during the academic year (October, January & April). Student/Parent/teacher conferences are an important part of our educational program and provide an opportunity for parents and teachers to discuss with the student personal goals as well as overall progress, and celebrate achievement. There are a number scheduled during the school year, including a Student-Led Conference, Goal setting conference



and a traditional Parent/Teacher conference. These are important events and we expected all parents will want to attend these conferences.

### **Visits to the Classroom**

During the academic year, parents are welcome to visit their child's classroom. Please arrange a convenient time to visit with the classroom teacher in advance. Individual appointments should be scheduled.

### **Newsletters**

The school produce fortnightly newsletters which are uploaded to the school website.

### **CAS School Parent Contract**

At CAS, we recognize that a successful partnership between school and home is one of the cornerstones to a child's educational success. We would respectfully ask parents to support to this partnership by completing and returning this Parent Contract to Reception. In order to best support my child's learning, I will:

- ◆ Provide him or her with a quiet, orderly place to study
- ◆ Ensure my child is prepared for class
- ◆ Deliver my child to school on time every day
- ◆ Attend special activities sponsored by CAS to build my understanding of learning outcomes and my
- ◆ capacity to support learning at home.
- ◆ Read all communications from the school: Emails, Class newsletters, Web Portable, weekly updated.