

ASIA INTERNATIONAL SCHOOL
SCHOOL MANUAL
AL KHOBAR,
KINGDOM OF SAUDI ARABIA

"Committed to educating and achieving the full potential of pupils in the rapidly changing world"

CONTENTS

#	Title	Page #
	Introduction	5
	AIS Vision, mission, and values	5
	AIS Objectives	6
	Organizational hierarchy	6
	Academic calendar 2022-2023	8
	School timings and time-table blueprint	9
1.	Assessment policy	10
2.	Student discipline policy	14
3.	Faculty meetings	20
4.	Absences	20
5.	Announcements	20
6.	Transportation	20
7.	Cafeteria procedures	21
8.	Certification	21
9.	Change of address and /or phone number	21
10.	Changing rooms	21
11.	Classroom maintenance	21
12.	Clinic procedures	22
13.	Corridor duty	22
14.	Leaving school during workday	22
15.	Emergency procedures	22
16.	Fieldtrip procedures	22
17.	Illness, injuries, accidents, and safety hazards	23
18.	Fund/expenditure of school funds procedure	23
19.	Use of local media	24
20.	Vandalism or theft of school property	24
21.	Visitor and guests	24
22.	Classroom procedures and policies	24
23.	Standards of ethical conduct	31
24.	Examination administration committee policies and guidelines	34
25.	Student career guidance	46
26.	Student health and safety policy	47
27.	Crisis management	55
28.	Antibullying policy	64
29.	Mobile phone usage policy for students	72
30.	Communication policy	73

31.	Parent-teacher relationship	73
32.	Library policy	74
33.	Laboratory policy	76
34.	IT facility	78
35.	Maintenance	79
36.	Photocopying	80



I believe that education shapes the character, caliber, and prospect of an individual. Education has no perimeter to restrict. Intensive and critical thinking, sharpening intelligence, refining character – all are a part of dignified education, especially in this rapidly changing world. Students of Asia International School are benefitted by such type of education.

It is a matter of great pride and contentment to be the Chief Executing Officer of Asia International School. I see that the journey to the future essentially needs a glimpse of the past. An examination of the annals of every year shows the glittering milestones and fluttering flags of triumphs as a testimony to AIS's dynamic existence. Each milestone has a glorious story to tell, each flag has a victory song to intone.

AIS has the tradition of following the core values of Trust in Allah, Love & Concern, Discipline, Sincerity, Self Confidence and Self Esteem. The salubrious ambiance even in the midst of a city and an environment that is highly conducive to teaching and learning, facilitates every Asian to be a better human being, an excellent student or a gratifying teacher. Curricular and co-curricular activities are given equal importance. Students excel in academics and non-academics. The formula for molding a proficient individual is applied from the formative years onwards. From Kindergarten to Class XII, the students are trained to be courteous, conscientious and committed. This enable them to be competent, creative and resourceful human beings while they leave the portals of this institution.

I feel proud of AIS which melds the best of the past and gives opportunities for the students to bloom in goodness with a global outlook, love of culture, concern for mankind, and for enjoying learning in an atmosphere of affection and freedom backed by discipline.

I am sure that the students, whether the current batch or the alumni, enjoy the disciplined freedom, refined culture, God-fearing compassion, boundless opportunities, healthy friendship, limitless affection and colorful celebrations that guide them to be perfectly gentle human beings. And the teachers are the most important component of this journey. I appreciate the complete teaching team and the able leaders of AIS who make proud of AIS.

Sincerely,
FAHAD ALFURAIH
Chief Executing Officer. Asia International School,
Al Khobar, Kingdom of Saudi Arabia

INTRODUCTION

The school handbook is to be used as a reference. The information included is unique to our school - AIS. This handbook will provide answers to many questions of our stakeholders. It is designed to provide school employees, parents, and students with awareness and understanding of the different policies, procedures, and programs. It is your guide to our policies and procedures that reflect our philosophy and mission statement. Please take time to read this important resource and keep it at your fingertip. We look forward to working closely with each one of you as we provide the finest education possible for our students.

PURPOSE OF THE HANDBOOK

- Explain rules, regulations, policies & procedures.
- Inform stakeholders of the permissible actions and the consequences of not adhering to them.
- Ensure smooth, systematic and planned functioning of the school activities.
- Ensure proper resource, time and responsibility allocation.
- Remove doubts and fears and create clearly defined channels of communication and leadershiphierarchy.
- Provide a rationale behind the choice of policies, procedures & activities.

VISION STATEMENT OF AIS

Committed to educating and achieving the full potential of pupils in the rapidly changing world.

MISSION STATEMENT OF AIS

To ensure an empathetic and secure learning environment in collective collaboration with stakeholders to construct spiritual and moral values and inculcate a strong desire for lifelong learning and enable our students to succeed in the rapidly changing world.

VALUES

The school adheres to core Islamic values, including the following values:

- Loyalty and Affiliation
- Mutual Respect
- Seeking Quality and Excellence
- Transparency and Accountability
- Collaboration and Teamwork
- Creativity and Innovation
- Integrity and Responsibility
- Community Service

DEFINITION OF VALUES

- Loyalty and Affiliation: Working enthusiastically to achieve the mission and goals of the school andto strengthen the principles of belonging among its staff.
- Mutual Respect: Mutual respect between faculty members and beneficiaries.
- Seeking Quality and Excellence: Implementing the best quality standards in the workplace andexcelling in academic performance.
- Transparency and Accountability: Committing to objectivity in all academic aspects, clarifying systems and guidelines, supporting accountability, as well as other integrity requirements.
- Collaboration and Teamwork: Enhancing the culture of teamwork among teaching staff.
- Creativity and Innovation: Developing a motivational environment for innovative and creative ideas.
- Integrity and Responsibility: Commitment and dedication to work and taking responsibility for studentand community service
- Community Service: Promoting voluntary work and community service and interaction with its needsand requirements.

SCHOOL OBJECTIVES

- To strive for the holistic development of the pupils in a nurturing environment.
- To identify and enhance innate talent in every pupil.
- To motivate students to seek knowledge and build a passion for learning and self-improvement.
- To foster the culture of acceptance and tolerance for social, cultural, religious and racial differences,and respect for self and others.
- To impart spiritual and moral values to students and develop attitudes and skills which are of utmostneed for the 21st century.
- To form a strong academic base and develop the skills of effective communication, problem-solving,critical thinking, and the ability to think outside the box.
- To instill the confidence and the ability to pursue higher studies and seek careers of their choice.
- To create global citizens who strive for excellence and are aware and sensitive to the diverse needs ofa rapidly changing world.

ORGANIZATIONAL HIERARCHY

Asia International School is a private institution licensed by the Ministry of Education and affiliated to the University of Cambridge, UK. The Managing Committee is the governing body of the school. It effectively manages all the activities of the school with the aim of attaining the purpose and direction of the school. The Managing Committee is headed by the owner of the school as the Chairman of the Committee.

The Committee includes the following members:

Name of the Member	Position
CEO	The Chairman
Mr. Salah AlGhamdi	Principal (boys' section)
Mr. Mohammed Nawfal	Academic Director
Ms. Amani Barbaris	Principal (Higher grade girls' section)
Ms. Mona AlShammari	Principal (Lower grade girls' section)
Mr. Sheriff	Finance

The Committee works to comply with local rules and regulations to ensure the smooth conduct of schoolaffairs and to ensure the accomplishment of the school purpose and learner achievement.

OBJECTIVES

- Set goals, plan, organize and control all school activities.
- Communicate freely and clearly all goals to the stakeholders.
- Safeguard the interests of the school and the school community.
- Regularly monitor, review, revise, develop, implement and evaluate policies and procedures.
- Provide and monitor materials and human resources.
- Comply with all local ordinances, rules, and regulations.
- Ensure a safe and healthy school environment.
- Provide professional development opportunities to all its personnel.

ROLES AND RESPONSIBILITIES

- Directing the activities of the school, ensuring its smooth conduct and attainment of the school's aims,objectives and goals.
- Being regular in attending all committee meetings.
- Setting the strategic direction to guide and implement and monitor all policies and procedures.
- Setting goals, organizing, planning, and controlling activities.
- Preparing a school development plan (Strategic Plan).
- Overseeing school control and accountability systems.
- Approving expenditure and capital budgets.
- Preparing cost estimates, and management of revenue and expenditure.
- Developing and maintaining a healthy relationship with all stakeholders.
- Maintaining clear and effective channels of communication.
- Creating, monitoring, and abiding by high ethical standards of behavior

SCHOOL ACADEMIC CALENDAR 2022-2023



ASIA INTERNATIONAL SCHOOL

ACADEMIC CALENDAR 2022-2023

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT	WK
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				1

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT	WK
				1	2	3	
4	5	6	7	8	9	10	2
11	12	13	14	15	16	17	3
18	19	20	21	22	23	24	4
25	26	27	28	29	30		5

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT	WK
						1	
2	3	4	5	6	7	8	6
9	10	11	12	13	14	15	7
16	17	18	19	20	21	22	8
23	24	25	26	27	28	29	9

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT	WK
30	31	1	2	3	4	5	10
6	7	8	9	10	11	12	11
13	14	15	16	17	18	19	12
20	21	22	23	24	25	26	13
27	28	29	30				

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT	WK
				1	2	3	
4	5	6	7	8	9	10	1
11	12	13	14	15	16	17	2
18	19	20	21	22	23	24	3
25	26	27	28	29	30	31	4

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT	WK
1	2	3	4	5	6	7	5
8	9	10	11	12	13	14	6
15	16	17	18	19	20	21	7
22	23	24	25	26	27	28	8
29	30	31					9

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT	WK
			1	2	3	4	10
5	6	7	8	9	10	11	11
12	13	14	15	16	17	18	12
19	20	21	22	23	24	25	13
26	27	28					

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT	WK
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	1
19	20	21	22	23	24	25	2
26	27	28	29	30	31		3

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT	WK
						1	4
2	3	4	5	6	7	8	5
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	6

MAY

SUN	MON	TUE	WED	THU	FRI	SAT	WK
30	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8
14	15	16	17	18	19	20	9
21	22	23	24	25	26	27	10
28	29	30	31				11

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT	WK
				1	2	3	11
4	5	6	7	8	9	10	12
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

LEGEND

- PROFESSIONAL DEVELOPMENT TRAINING
- FIRST DAY
- HOLIDAY
- PARENTS TEACHER MEET-
- EXAMS
- BENCH MARK TEST

Total Study Weeks: 69
Total Holidays: 56
Total No. of Study Days : 185

FIRST TRIMESTER 13 WEEKS

28/08/22—1st Day of First Trimester
14/09/22 —KG Colors Day
18-26/09/22— Benchmark Test 1
20/09/22— Talent Show & Cultural Day (KG– G12)
21-22/09/22—Saudi National Day Holiday
13/10/22— Spelling Bee Competition (G1– G12)
16-17/10/22—Extended Weekend
18-24/10/22— Benchmark Test 2
27/10/22—Learning the Seasons Activity (KG)
3/11/22– First Parent Teacher Meeting
09/11/22—Quran/Dua Recitation Day
10/11/22 — Extended Weekend
15– 24/11/22– First Trimester Exam
27/11/22—01/12/— First Trimester Break

Teaching Days= 59 Exam Days= 8 Holidays= 10

SECOND TRIMESTER 13 WEEKS

4/12/22 — 1st Day of Second Trimester
5/12/22— KG 100 Days Celebration
15/12/22—Mental Math Competition (G1-G12)
18/12/22 — Extended Weekend
25-29/12/23— Benchmark Test 1
27-28/12/22— Sports Day
12/01/23—Science Exhibition
15-16/01/23 — Extended Weekend
22-26/01/23— Benchmark Test 2
16/02/23 Second Parent Teacher Meeting
22-23/02/23— Founding Day Holiday
19/02/23—02/03/23– **Second Trimester Exam**
5-9/03/23 —Second Trimester Break

Teaching Days= 60 Exam Days= 8 Holidays= 10

THIRD TRIMESTER 13 WEEKS

12/03/23 — 1st Day of Third Trimester
2-6/04/23— Benchmark Test 1/ Mock Exam
16-25/04/23— Eid Ul Fitr Holiday
26/04/23— Start of School after Eid Ul Fitr Holiday
27/04/23— Essay Writing Contest (G4-G12)
7-11/05/23—Benchmark Test 2
25/05/23— Speech/ Debate Day (KG-G12)
28-29/05/23— Extended Weekend
12– 22/06/23 – **Third Trimester Exam**
22/06/23 —Last Day of AY 2022-2023

Teaching Days= 66 Exam Days= 8 Holidays= 9

SCHOOL TIMING

Session Start Time: 7.45 AM

End Time: 1.30 PM

SCHOOL TIME TABLE BLUE PRINT

Grade KG – 6

	1 7.45- 8.30	2 8.30- 9.15	3 9.15- 9.30	9.30- 10.15	4 10.15 – 11.00	5 11.00 – 11.45	11.45 – 12.00	6 12.00 – 12.45	7 12.45 – 1.30
Sunday			Break				Salah break		
Monday									
Tuesday									
Wednesday									
Thursday									

Grade 7 - 12

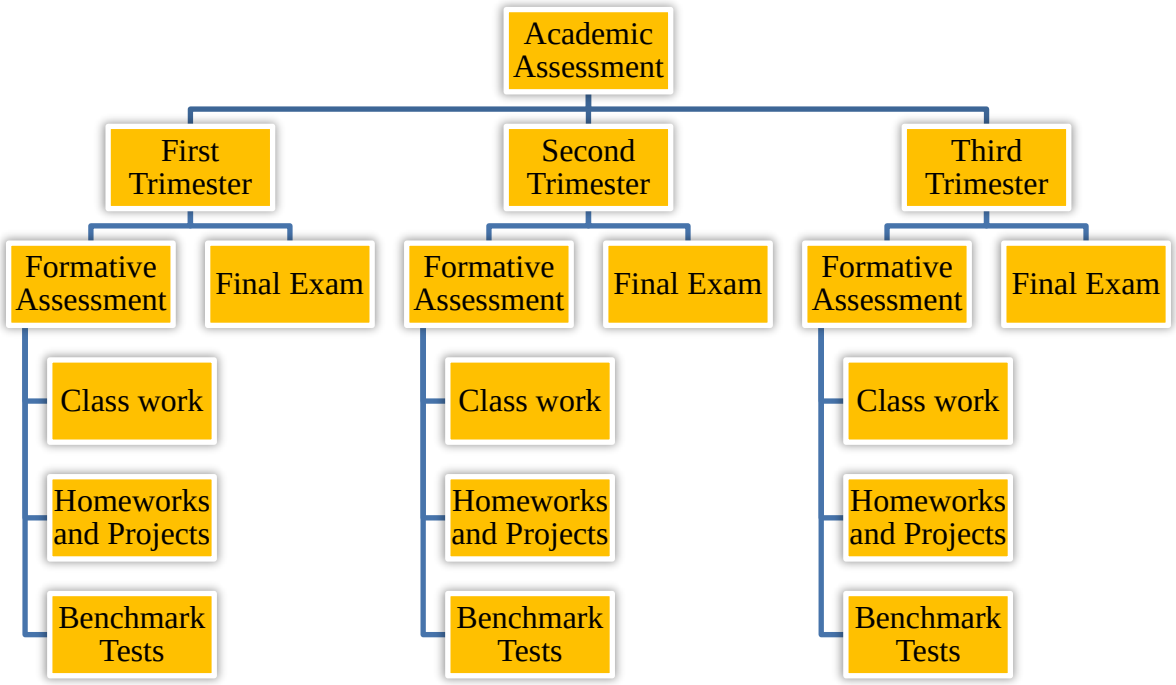
	1 7.45- 8.30	2 8.30- 9.15	3 9.15- 10.00	10.00- 10.15	4 10.15 – 11.00	5 11.00 – 11.45	11.45 – 12.30	6 12.30 – 12.45	7 12.45 – 1.30
Sunday				Break				Salah break	
Monday									
Tuesday									
Wednesday									
Thursday									

1. ASSESSMENT POLICY

Academic performance assessment is an integral part of the teaching and learning processes at Asia International School.

Quality assessment serves as a valuable tool in:

- Providing feedback that helps steer instructional effectiveness and improve student learning.
- Identifying learner needs and areas in need of remediation.
- Informing parents and school leadership to ensure that students receive support and encouragement.
- Evaluating individual teachers' and school performance.



Semester System

The academic year is divided into 3 semesters. The syllabus is divided almost equally over 3 semesters. courses and syllabus covered in one semester are not repeated in the subsequent semester except in the case of students taking Cambridge Exams. Students' progress (learning process) is continuously evaluated to monitor the growth and area in need of remediation. Students' homework, class work, class participation, and the benchmark test are evaluated as per the guidelines below to make meaningful interventions. Internal assessment is informal, continuous, and associated with the curriculum and daily instructional routine in the classroom. Internal assessments are designed, selected, and used by teachers according to the need of their students.

This policy was introduced to encourage team learning, bringing out the creativity of the learner and instilling interest in research-based project work. Internal assessment involves observing the learners as they learn and evaluating them from the data gathered. Continuous Comprehensive Evaluation (CCE) is reinforced in the form of benchmark tests, homework, quizzes, classwork, class participation conducted by teachers at regular intervals.

The kindergarten section holds informal assessments in a manner appropriate to the age and maturity level of the children.

Internal for Core Subjects

Activity	Marks	
Homework	10	**Homework:** At least one homework per week is evaluated. **Classwork:** Classwork is evaluated at least twice before each progress test. **Benchmark Test:** 2 class tests are conducted each semester. **Project:** 1 project in every subject is given for each semester.
Classwork	20	
Benchmark test	20	
Project	10	
Total	60	

Internal for Auxiliary Subjects

Activity	**Marks**	**Homework:** At least one homework every two weeks is evaluated. **Classwork:** Classwork is evaluated at least twice before each class test. **Class Participation:** Class participation is evaluated at least twice before each class test. **Benchmark Test:** 2 class tests are conducted each semester.
Homework	10	
Benchmark test	20	
Classwork	20	
Class Participation	10	
Total	60	

Benchmark Tests

Activity	**Marks**
Benchmark test - 1	**10**
Benchmark test - 2	**10**
Total	**20**

Benchmark tests are designed to promote effective future learning by identifying difficulties, errors or misunderstandings and offering guidance for student improvement. Two benchmark tests are conducted each semester.

Semester Examination Semester (summative) examination is conducted at the end of each semester for 100 marks (including oral, practical, etc.). Semester exams are designed to identify the standard attainment in a semester.

Each Semester

Formative				Final	Total
Benchmark test	Classwork	Homework	Project		
20	20	10	10	40	100

Annual report

First semester	Second semester	Third semester	Total
100	100	100	100/3

Assessment Offences (Including Plagiarism)

Cheating in any assessment can result in disciplinary action being taken. For these purposes, "Cheating" includes:

- Possession, in any examination, of material that has not been authorized in writing by the examiner.
- Copying from another learner in an examination.
- Paying or otherwise rewarding another person for writing or preparing work to be submitted for assessment.
- Where there is reason to believe that cheating in any assessment has occurred, the rules applying to copying must be enforced.

The principal shall usually investigate the allegation. The role of the invigilator or examiner shall be restricted to the presentation of evidence. They have no role in deciding whether a student is guilty of cheating or not. The final authority lies with the principal. If the investigation leads the principal to conclude that cheating has occurred, they shall proceed in accordance with the MoE discipline policy.

Rescheduling

In the event of a major disaster or an emergency that is natural, human made, or a sudden holiday declared by the Ministry of Education the scheduled exam will be rescheduled after the last exam. The students will be intimated by School SMS alert.

Absentia

In the case of absence, during the progress test or the semester examination, the student must submit a medical report to the principal. The principal must sign on the leave request form and inform the Exam Control Committee to reschedule the test.

Promotion Policy

- A committee comprising of Academic Directors, Principal and class teacher review all promotion and retention schedules.
- Conclusions are drawn after consulting the respective subject teachers.
- Promotions are done in strict accordance with the requirements as per the school's policy given below:
    - Promotion of a student to the next higher level or class depends on his/her performance during the entire year giving due weightage to assignments, written as well as oral periodical tests, progress tests, projects, internal assessments and semester examinations.

- A learner securing a minimum of 60% in each subject is promoted to the next higher grade.
- A learner securing less than 60% in more than two subjects is retained in the same class.
- Retest is conducted for learners who have secured marks between 40% and 60% in not more than two subjects.
- Learners who score 60% or more in the retest or improvement test are declared promoted.

Grading System

Alphabetical grades are awarded to students as per the grading scale mentioned below:

For grade 1-12	
Letter Grade	Marks
A*	96-100
A	90-95
B	80-89
C	70-79
D	60-69
F	Below 60

Improvement Exam

Improvement exam is conducted after remedial session in the respective subjects.

- Improvement exam will be conducted 10 days after the results of second semester examinations.
- Portion, duration and pattern of the question paper for the improvement examination is the same as the semester examinations.

Reports

- The IT Department assists the teachers in the generation of the reports.
- Each report is thoroughly checked by class teachers and the Examination Committee before presenting to the parents.
- The reports are handed out to parents on specified days as per circular provided.
- Uncollected end of year reports are kept in the admin offices.

2. STUDENT DISCIPLINE POLICY

Discipline is essential to children's personality development. Students are expected to conduct themselves with a sense of self-control, self-discipline, and self-direction. All students' activities inside the school premises are closely monitored. Student Prefects and Class Monitors are appointed to ensure discipline and good conduct. Students violating school rules are likely to undergo some consequences such as withdrawal from some activities, deprivation of Honor Roll certificates, suspension, or expulsion. Rules are framed as general guidelines to promote reasonable order and maintain exemplary disciplinary standards. AIS is committed to child protection and follows disciplinary policy and procedures developed under the guidelines of the Ministry of Education Disciplinary Policy and Procedures.

1st Infraction	2nd Infraction	3rd Infraction	4th Infraction	5th Infraction	6th Infraction
1. Not wearing school uniform 2. Misbehaving during morning assembly 3. Not bringing textbooks, notebooks or school supplies 4. Sleeping in class 5. Talking and wasting time during class 6. Eating /drinking in class 7. Interrupting the class with lateral talks 8. Being late or skipping class	1. Cheating in tests /examinations 2. Acts of vandalism 3. Profanation of school books 4. Mishandling/breaking any school property or writing on walls 5. Use of vulgarities/obscenities & inappropriate language 6. Fighting 7. Attempting truancy 8. Bringing or using of personal communication devices (i.e., mobile phones, tablets, iPad) 9. Leaving the class without permission 10. Playing	1. Being negligent or misbehaving during prayer/Salah times at school 2. Use of vulgarities/obscenities & inappropriate language towards teachers, school staff or management 3. Rudeness to school staff (i.e., showing bad attitude, ignoring) 4. Showing obscene gestures towards school staff/students 5. breaking any school property (i.e., computers, doors, windows 6. Bringing dangerous	1. Insistence of negligence or misbehaving during prayer/Salah times at school without excuse 2. Defiance towards school staff 3. Showing obscene gestures towards school staff/students 4. Playing with dangerous objects/sharp tools 5. viewing or distributing of pornographic materials / prohibited media 6. Physical bulling or hurting students using tools 7. Copying any of school staff signatures	1. Inflicting/Beating any of the school staff 2. Threatening or using of any kind of weapons or sharp tools 3. Usage of forgery/false documents, copied school's official seal 4. Sexual harassment 5. Setting fire in the school	1. Mockery of Islam rituals 2. Embracing or promoting non-Islamic ideas and beliefs 3.Possession /consumption of drugs or alcohol 4. Forbidden/illegal sexual actions 5. Incitement to vice 6. Going out with the opposite sex at off school timing 6. witchcraft 7. Cyber crimes

without valid reason or permission 9. Ignorance of assignments 10. Littering 11. Entering the class or other classes without permission 12. Going into and out of school gate before means of transportation being ready	with any tools of school security and safety equipment	objects/sharp tools 7. Possession /viewing of pornographic materials 8. Stealing 9. Causing damage to other students' property 10. Physical bulling 11. Possession of smoking /cigarettes 12. Copying parent's or school staff signatures at school official letters 13. Terrifying other students	8. Smoking in school 9. Taking pictures/ making drawings of students or staff 10. Act of truancy 11. Possession of any kinds of guns 12. Forgery, falsification of documents, copying school's official seal 13. Bad behavior (EMO) 14. Bringing someone else to attend or take exams 15. Bullying 16. Playing with electricity sources		
ACTIONS TO BE TAKEN					
1st Infraction	**2nd Infraction**	**3rd Infraction**	**4th Infraction**	**5th Infraction**	**6th Infraction**
1. The student will be notified verbally by the teacher and school management 2. A second verbal warning will be	**1. A)** The student will sign a written commitment of discipline **B)** Parent will be notified of the offense and actions taken by sending a letter **C)**	**1. A)** Parent will be notified of the offense and actions taken by sending a letter **B)** The student will sign a written commitment of discipline **C)** The student	**1. A)** Parent will be notified of the offense and actions taken by sending a letter **B)** The student will sign a written commitment of discipline **C)** The student	**1. A)** The school management will write an official report of the incident **B)** calling the respective authorities to school immediately **C)** Holding an	**1. A)** All procedures mentioned in 5th infraction. In addition, the student will be suspended for the whole current

given to the student 3. Infraction will be noted by the respective teacher and the student will sign 4. Parent will be notified of the offense by calling and sending a letter 5. The student will be warned by school managemen t. Meeting with the parent will be requested to guarantee non-repetition of offense and a mark of discipline will be deducted. The parent will be sent a notification /letter to inform about the marks deducted. 6. In case of repetition, the case will be	Confiscating inappropriate materials and a relevant report will be written **D)** Confiscating of the device, return it to the parent and write a report about it **E)** The student must apologize to his/her colleagues **F)** If the confiscated device is case related, all official procedures will be resumed **G)** The student is obliged to repair or make up for the damaged property **H)** If necessary, after all the above procedures, the student may be sent to the school counsellor to study his/her case **2**.All procedures above **A)** Meeting with the parent will be requested to guarantee non-	must apologize to his/her colleagues **D)** The student is obliged to repair or make up for the damaged property. Parent will be notified **E)** Confiscating of the device, return it to the parent and write a report about it **F)** The student must apologize to his/her colleagues **G)** If the confiscated device is case related, all official procedures will be resumed **H)** The student will be sent to the nearest health center **I)** Three marks of discipline will be deducted and parent will be notified **J)** the student may be sent to the school counsellor to study his/her case **2. A)** The	must apologize to his/her colleagues **D)** The student is obliged to repair or make up for the damaged property. Parent will be notified **E)** Confiscating of the device, return it to the parent and write a report about it **F)** If the confiscated device is case related, all official procedures will be resumed **G)** The student will be sent to the nearest health center **H)** the student may be sent to the school counsellor to study his/her case **I)** Ten marks of discipline will be deducted. The parent will be sent a notification /letter to inform about the marks	immediate meeting of the guidance and consulting committee to study the circumstances of the case **D)** Sending an urgent official letter to the MOE directory attaching the case report of the school guidance and consulting committee **E)** The ministry educational director (Students' cases committee) is assigned to follow the case procedures and prepare a report ▪ Fifteen marks of discipline will be deducted ▪ The student will be shifted to another school ▪ The student will be suspended from school for one month ▪ The student will be sent to	academic year of the case infraction. Next year, the student can be enrolled in another school **B)** After the suspension duration period, the student will sign a written commitment of discipline **C)** Next year, the student will resume attending regularly in another school after approval decision from the ministry educational director. The student must keep follow up with the new school & the relevant counselling center **2**. All procedures mentioned in previous

given to the guidance and consulting committee to make a report	repetition of offense **B)** The student will be sent to the school counsellor to study his/her case **C)** Two marks of discipline will be deducted and parent will be notified. (Marks may be restored if behavior is improved) **3.** All procedures mentioned above **A)** The student will be shifted to another class/section **4. A)** All procedures mentioned above **B)** In case of repetition, the case will be given to the guidance and consulting committee to make a report **5. A)** All previous procedures **B)** Two marks of discipline will be deducted and parent will be notified.	student may be shifted to another class/section according to the counsellor's report **B)** Three marks of discipline will be deducted and parent will be notified **C)** In case of repetition, the case will be given to the guidance and consulting committee to make a report **3.** The student will be sent to the counselling center, with no school suspension. To have follow up of his /her case. A report will be given to the student in compliance with the school counsellor's report **B)** In case of repetition of infraction, the student will get a warning letter to be shifted to another school **4.** The school will coordinate	deducted. **2. A)** All procedures mentioned above **B)** The student may be shifted to another class/section according to the counsellor's report **C)** The student will be suspended from school for a week **D)** The student will be sent to the counselling center, with no school suspension. To have follow up of his /her case. A report will be given to the student in compliance with the school counsellor's report **3. A)** All procedures mentioned above **B)** Parent will be notified of the offense and is requested to sign a warning letter of leaving to another school in case of offense	the counselling center during school suspension ▪ During suspension period, an educational program will be prepared for the student, e.g., community/social service, voluntary service according to a schedule discussed with parent ▪ The student will sign a written commitment of discipline **3.** All procedures mentioned above. In addition, the student will be suspended for the whole current academic year of the case infraction. This is applied for all the schools in all MOE directories after MOE undersecretary /deputy	paragraph. In addition, the student will sign a written commitment of discipline after resuming school. Next year, the student can be enrolled in another school

	C) The school will coordinate with MOE to shift the student to another school and notify the parent with all actions taken and procedures and opinion of new school shifting	with MOE to shift the student to another school and notify the parent with all procedures and opinion of new school shifting	repetition **C)** The student will be suspended from school for a month after MOE approval **4.** The school will coordinate with MOE to shift the student to another school and notify the parent with all procedures and opinion of new school shifting	approval. The parent will be given an option to enable the student to study in the school attached to Ministerial Social Guidance House	

Disciplinary Options

Detention

Detention is a correctional measure used when it is deemed appropriate. Students are to report to the respective teacher/principal at the specified time with class work to be studied. Detention is only served during the second break.

School Service

School service may be required of students when an administrator believes that it would allow the student to understand the logical consequences of his/her conduct. Examples include, but are not limited to, cleaning after vandalism or littering, helping a teacher after disrupting class, etc. school service will not be utilized to augment the district's workforce, in ways which are likely to endanger a student, or in a manner which is designed to unduly embarrass a student.

In-school Suspension

In-school suspension in a correctional method used when deemed appropriate; and/or inappropriate behavior has continued even after being assigned any of the above disciplinary options. Parents are informed and they sign and acknowledge that the student will be performing an in-school disciplinary action. In-school suspension is assigned during school hours; it may be for 1 day up to 3 days. Students will report to suspension; they are required to bring all relevant texts and materials. They will be required to complete all class and homework assigned by the teacher during the period of suspension. They may make up any unannounced quizzes or tests scheduled that day at the convenience of the teacher. Any failure to do so, will result in a score of "zero" for that test or quiz. No in-school suspensions will be assigned during semester testing periods or final examinations. In the case of the latter, a student must serve an out of school suspension until the time of the examination period.

Out of School Suspension

Students may be suspended out of school pursuant to the Ministry of Education policy regarding student suspension.

Expulsion

According to regulations of the Saudi Ministry of Education.

Note: (Reference to Child Protection Policy): In case of a child being physically abused or hurt, he/she must be immediately sent to the school nurse/doctor for prompt intervention

3. FACULTY MEETING

Except in a school emergency, no more than one or two faculty meetings will be conducted each month, with a minimum of 24 hours' notice of such meetings, excluding meetings on planning/ preparation days. Teachers are required to extend the workday for the purpose of attending faculty meetings. Such meetings shall be of no more than one hour in duration and shall begin no more than 15 minutes after the students are dismissed. In cases of emergencies, teachers might be required to extend their workday also.

All faculty meetings are mandatory unless designated otherwise. Teachers should not schedule personal appointments or parent conferences on these days. In an unusual circumstance, permission must be obtained from the principal and if approved, documentation will be required upon returning to the work location.

4. ABSENCES

Absences if a staff member plans to be absent, he/she must notify the academic director by email and submita written application to the respective principals of their section well in advance. If notification cannot be made during the workday, staff must call the academic director and also file a leave application to their respective principals.

If an emergency arises prior to coming to work in the morning, contact the academic director/their respectiveprincipals who so ever may be available no later than 7:30 a.m. Please note, that the earlier you give notification that you are going to be out, the easier it is to obtain a substitute. Additionally, teachers must notify the academic director by email or by phone on the day of their absence as to whether he/she will return to work the following day by 2:30 p.m. Failure to notify will result in a substitute being assigned for the following day and another leave day charged. Note that if you do not leave a message on the substitute line, email or speak to the above stated directly, this will constitute being absent.

If you are aware of upcoming absences, please inform well in advance of the said authorities to pre-arrange substitute coverage for your classes.

Immediately upon returning from any absence, the teacher must complete and sign a rejoining form in the Front Office.

5. ANNOUNCEMENTS

Announcements are made during the free time of the day, except in an emergency. Announcements are limited to general information and must be signed by the requesting teachers. Messages must be printed legibly on school letterheads signed by the staff member and approved by an administrator 24 hours prior to be announced. No announcement shall be made on WhatsApp/ any other means.

6. BUS TRANSPORTATION

The transportation department will notify students of their transportation arrangements. Teachers may avail the same transport upon request and approval of the academic director/ their respective principals. In the cases where there is a need to extend the worktime the transportation shall be arranged by the school as per the availability of the vehicles.

7. CAFETERIA PROCEDURES (SNACKS AND DRINKS)

Teachers should remain in their classrooms until the end of break time and enforce the rule by informing students that trash is to be disposed of properly and to maintain cleanliness in the class. The staff is to eat in the faculty/staff lounge except for the staff accompanying the students during break may eat in their respectiveclass rooms.

Do not send students to the cafeteria anytime except the break time.

8. CERTIFICATION

It is the teacher's responsibility to submit the proper documents to the management to maintain proper certification in the ajeer system as per the ministry guidelines. Be aware of your certification status at all times. All teachers must have a current copy of their certificate on file with the principal and carry the same with them.

9. CHANGE OF ADDRESS AND/OR PHONE NUMBER

Your address and phone number are to be submitted to the academic director and has to be notified whenever you have a change in address and/or home telephone. A completed teacher Emergency Contact Form must also be submitted. At the beginning of each year. Updated records must be maintained; therefore, all teachersmust always keep personal information current.

10. CHANGING ROOMS OR LOCATIONS

All teachers are required to obtain approval from the principal before switching classes or co-teaching for a specific class. Before leaving to another location, the teacher must place a note on his/her classroom door. Teachers have a professional responsibility to be present when their classes are in session. If the teacher has an emergency or must leave the classroom for personal reasons, he/she must notify the main office immediately or inform an administrator assistant. Under no circumstance is a teacher to leave a classroom without securing proper coverage. Because of our responsibility to maintain supervision of our students at all times, it is sometimes necessary for teachers to provide classroom coverage. This will be done only when necessary. Generally, this will be discussed in advance, but emergencies may preclude this option.

All class coverage must have prior administrative approval unless it involves an emergencywhere a teacher would be absent from his/her assignment for a short period of time.

11. CLASSROOM MAINTENANCE

Classrooms are to be kept in good condition at all times. Pieces of paper should not be left on the floor andfurniture should be kept free of marks. No furniture, or equipment, is to be removed from the classroom. without proper authorization. Keep a clean and orderly classroom. Each period, the teacher should enter a neat room free of litter and clutter, with desks free of graffiti, and seats free of gum. Even though the custodians clean each classroom daily, students should be thought to assume the responsibility for picking up trash and keeping order in classrooms. All materials including computers and Promethean boards are entrustedto you and require proper classroom management to

avoid any damages. All classroom damages must be immediately after school be reported via email to the principal/ academic director.

12. CLINIC PROCEDURES

If the student needs to go to the clinic, permission must be obtained from the teacher. Do not deny a student from going to the clinic, if the student states that he or she is sick. If a student requires medication during the school day, should be brought to the clinic where the medicine will be kept. Students are not allowed to carryany medication, whether prescriptive or over-the-counter.

13. CORRIDOR DUTY

All teachers are expected to maintain a post in the corridor just outside the door of their classrooms duringthe time when classes are changing. This is necessary before, during, and after school, in order to facilitate and ensure a quiet and orderly flow of traffic. All teachers should stress a quiet dismissal at the end of theschool day and should be in the corridors to ensure an orderly dismissal.

14. LEAVING SCHOOL DURING THE WORKDAY

Staff members requesting leave for less than half a day must obtain permission from the principal, regardless of the reason. All staff members leaving school must sign out in the "Staff Sign-out Log" located in the mainoffice.

Note that the request might be denied because the request is unreasonable because teacher/s were granted a release of up to two hours before.

15. EMERGENCY PROCEDURES

Equipment/Property

Staff members are responsible to secure all school properties assigned to them such as computers, Promethean boards, projectors, equipment, materials, and supplies. Staff members are expected to check out items using authorized procedures, maintain reasonable care while in their use, and return them when they are no longer needed. An annual furniture, technology and equipment inventory is conducted therefore

teachers are responsible for the security of all properties assigned. No equipment can be loaned, discarded, orremoved from school grounds without written permission from the principal. Any staff member who wishes to temporarily use school property off the school site must receive prior written permission from the principal. Any missing equipment/technology or broken items must be reported to the Administration/designee within 24 hours.

16. FIELD TRIPS PROCEDURES

A field trip is an important aid to the instructional program. It can give meaning and interest to classroom activities and can be very valuable in bridging the gap between real experiences and the relatively abstract thinking of the classroom. Fieldtrips must be made available to all students meeting the criteria for the field trip. It is important to exercise every precaution in planning a field

trip in order for the experience to be worth the effort expended. It is absolutely necessary that the following procedures be observed in preparing for a field trip:

1. Discuss the objectives and purpose for taking the trip with the administration BEFORE making contracts or commitments with community resources.
2. Secure application forms from the main office. Field trips will be approved first by the subject coordinator and then by the principal. Applications are to be filled out in full and turned in to the Finance office for review and appropriate approvals. Approved field trips will be placed on the activities calendar and a copy of the approved form returned to the teacher. All forms must be typed for approval.
3. Once you have received approval for the field trip, all arrangements are the responsibility of the teacher/ sponsor. Make certain that:

A. The date of the trip is 15 or more school days after the date of the application.
B. The field trip is not planned for days designated for exams, the day before a holiday, etc.
C. Only students who have paid the field trip fee and returned the necessary signed permission forms may goon the field trip.
D. A final alphabetical list (typed) of participating students must be turned in to the attendance office two days in advance of the trip, and a corrected roster (typed) before the field trip. This will enable us to publish the list in the daily bulletin in a timely manner.
E. Bus transportation must be arranged a minimum of two weeks prior to the date of the field trip. Under no circumstances can any faculty or staff transport a student.
F. Class coverage must be organized for teachers attending the field trip and should be approved by the principal. Students not attending the field trip should be given a special assignment for the day and sent to the designated teachers covering for those attending. A list of those students must be forwarded to the attendanceoffice.

17. ILLNESSES, INJURIES, ACCIDENTS, AND SAFETY HAZARDS

Staff members who become ill or suffer an injury should contact the principal immediately. In the event of an emergency, teachers should contact the office for immediate assistance. When a student becomes ill, he/sheshould be given a pass to report to the clinic if the student is able to go on his or her own. If the student requires assistance, the teacher should contact the main office so that an adult can report accompanying the ill/ injured student. In the event of a serious accident or injury occurring to a student, it should be reported tothe principal, and an accident report must be completed and submitted to the principal and the injured students must go to the clinic. If a teacher or any other person is injured it must be reported to the academic director/principal whoever is available. An accident report is to be completed by the teacher or personimmediately.

18. FUNDS/EXPENDITURE OF SCHOOL FUNDS PROCEDURES

NO TEACHER OR STAFF MEMBER IS PERMITTED TO PURCHASE ANY ITEM IN THE NAME OFTHE SCHOOL.

19. USE OF LOCAL MEDIA

You must have administrative clearance before participating in any media coverage, including newspaper articles, ads, television coverage, etc. This policy also includes posting posters, flyers, etc., in the community. The use of any form of media should be discussed with the principal or academic director before any outsidecontact is made.

20. VANDALISM OR THEFT OF SCHOOL PROPERTY

Vandalism or theft of school property must be reported promptly to an administrator. The School Boardinsurance policy requires that a theft be reported within twenty-four (24) hours.

21. VISITORS AND GUESTS

Visitors and guests unless approved as guest speakers will not be permitted into classrooms. Prior arrangements and administrative clearance must be acquired before visitors enter the building. If a visitor orguest is part of the instructional program, it should be included in the school calendar and lesson plans.

22. CLASSROOM PROCEDURES AND POLICIES

All students are to remain in the classroom during the entire period. The period is to be used for educational purposes. Activities will be provided on certain days only. Teachers play a vital role in building and maintaining school morale, behavior, student attendance, and enriching academic performance. Use the timewisely and it will pay dividends for all of us.

Classroom Procedures

It shall be the policy of the administration of this school that each teacher will establish a set of classroom expectations for a conducive learning environment. This plan or procedure will be in written form and will be placed in the teacher's daily lesson. It is, therefore, expected that each teacher will take the necessary stepsto place their class procedures into effect and to keep them current. It is essential that all students entering theclassroom be made fully aware of what is required of them. You may obtain samples from your subject coordinator or academic office. Basic classroom expectations, when properly explained and enforced, canprevent a large percentage of the problems that teachers face with students each year. Effective classroom procedures, however, must be coupled with good judgment, consistency, and fairness on the part of the teacher. These items shall constitute the minimum standards that are to be upheld in each classroom. Eachteacher may wish to add items to these procedures that will apply to their classroom.

1. Students shall enter the room in an orderly manner and upon entering shall be seated quietly. From thispoint, students are not to be permitted to leave the classroom without permission from the teacher.
2. Students will be in proper dress at all times. This means wearing the mandatory uniforms and

identificationbadge.

3. The class will not be dismissed until the room is in good order, and all paper and trash are picked up.
4. The teacher will dismiss the class at the end of the period in a systematic manner.
5. Students will obey all classroom instructions the first time they are given.
6. Teachers should not hold students without informing the receiving teacher.

Lesson Plan Policy

Instructional planning is essential to effective instruction. In order to support the instructional program, the Academic Director has the authority to determine whether or not instructional objectives and related contentare consistent with Board educational policy decisions and established guidelines. Lesson plans must meet such instructional objectives are must be developed by the teacher for his/her use and shall be governed as follows:

1. Subject teachers are required to develop/prepare daily & weekly and semester-wise lesson plans that shall reflect one or more objectives, learning activities, and assessments of students. The Academic director will provide an approved format.
2. The Academic Director and Principal will document deficiencies through classroom observation using the ELEOT Evaluation, a teacher shall be required to use a set form in preparation of lesson plans during the Improvement Plan Process, if a Support Dialogue has helped to improve performance.
3. Teachers may reflect required lesson plan components through abbreviated notation and/or referencing techniques.
4. Lesson plans shall be available to the principal or observer during classroom visits and/or immediately prior to an official observation.
5. The performance deficiencies shall be documented through the categories of the Effective Learning Environment Observation Tools (ELEOT), the teacher may be required to use a specific format inthe preparation of lesson plans and submit such plans for review on a weekly basis.
6. To ensure that the appropriate scope and sequence of the instructional program are maintained, all teachers shall retain their lesson plans for the current school year for review by the Academic Director and Principal.
7. Emergency lesson plans (for use by substitute teachers) will be prepared for 5 days of instruction. These emergency plans will be replenished as necessary.

Substitute Teachers

Procedures for substitute teachers have been established to support the operation of the school and its instructional program. Both the classroom teacher and the substitute teacher have general expectations and responsibilities that are to be followed. Substitute Teachers will be secured by appropriate personnel upon notification by the teacher. Teachers are required to maintain up-to-date emergency lesson plans for substitute teaching that include all classroom procedures and instructional plans to be followed by the substitute teacher. Emergency lesson plans for use by substitute teachers shall be prepared in accordance with guidelines established in the Lesson Plan Policy. Lesson plans are under the care of the Academic Director in the main office.

Homework

Home learning is an integral factor in fostering the academic achievement of students and in extending school activities into the home. Regular home learning provides opportunities for developmental practice, drills, the application of skills already learned, the development of independent study skills, enrichment activities, and self-discipline. Home learning should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. In light of the major purposes for home learning, it is not to be assigned as punishment to students for disciplinary reasons. Home learning assignments for exceptional students should reflect the special needs of such students. In general, home learning assignments should be completed for the following day, however, long-range assignments and/or special projects should provide students with an opportunity to develop and refine research and independentstudy skills and the ability to work independently. Teachers should review evidence of progress periodicallybefore the student submits a long-range assignment.

Teachers should consider the following factors when making home learning assignments:

1. The grade level of a student.
2. Level and degree of difficulty of the subject being studied.
3. The maturity level of the student.
4. The instructional needs of the students.
5. The purpose of the assignment and its relation to the objectives of the course under study.
6. The length of the assignment and the amount of time that will be required to complete it.

It is the responsibility of the school staff to assure quality and value in home learning through makingassignments, which are:

1. An outgrowth of classroom instruction
2. Clear and definite in purpose.
3. Clearly related to the objectives being pursued in the classroom.

Teachers will be responsible for:

1. Teaching independent study skills.
2. Making specific assignments.
3. Checking, reviewing, evaluating, and/or grading student home learning, according to the teacher'sindividual methods, in keeping with a system that is clearly explained to the class.
4. Giving feedback on home learning assignments in a timely manner.
5. Making instructions related to home learning clear and providing, when necessary, a short periodof supervised study or a period of questioning to ensure that the students understand the assignment.
6. Assigning students home learning that includes specific periods of time devoted to reading.

Students will be responsible for:

1. Completing assigned home learning as directed.

2. Returning home learning to the teacher by the designated time.
3. Submit home learning assignments, which reflect careful attention to detail and quality of work.
4. Devoting a specified amount of time to reading as part of the home learning assignment.

Parents' Responsibilities include:

1. Providing continued interest and concern for the child's successful performance in school through encouraging and supporting the child in his/her performance of home learning assignments.
2. Indicating an interest in assignments and assisting, if possible, when requested by the child, but notto include performing the work for the child.
3. Supporting the school in regard to the students' being assigned home learning.
4. Requesting assignments for students when short term absences are involved.
5. Assisting the school in stressing the importance of reading and its benefits.
6. Assuring that students read when specific home learning assignments are not given or when theyare completed before the specified time period for home learning is over. It is understood that it is notthe parent's responsibility to have to give a great deal of assistance to the student in completing home learning. Parents or other family members should, however, make every effort to read to students who cannot read on their own during the assigned home learning period. It is the school's responsibility tomake instructions related to home learning clear and to provide, when necessary, a short period ofsupervised study or a period of questioning to ensure that the students understand the assignment. Regular, purposeful homework is an essential component of the instructional process. Homework is a vital factor in fostering academic achievement of students and in maximizing the relationship betweenthe school and the home.

Grades: 6-8 Frequency: Daily (5 days a week) Total Daily Average: 30 minutes

The parents may have access to the educational records of their children the rights guaranteed to parents and eligible students include:

1. The right to inspect and review the student's educational records upon request.
2. The right to request the amendment of the student's educational records if it is believed tobe inaccurate, misleading, or inappropriate.
3. The right to consent to disclosures of personally identified information contained in the student's educational records.

Parent’s Rights

The right to file a complaint with the school authorities of alleged failures of teachers in inaccuracies of teaching and assessing their ward. Hence the teacher is advised to:

1. Care should be exercised in generating accurate, legitimate, and appropriate records, files, and documents which contain information that is directly related to a student. These are considered educational records and are eligible for inspection and review by the parent or student.
2. Personal notes generated as an aid to memory are not considered educational records as longas they are kept private by the maker of the record or shared only with a substitute or intern. If

shared with others, they are considered student educational records.

3. Teachers of AIS have access to a student's educational records without parental permissiononly if they have a legitimate educational interest. Legitimate work-related educational interest is defined as participation in making decisions about the student's educational program. Therefore, discussing information from a student's record in an open is a violation.

Note: This includes accessing information for relatives, neighbors, friends, or the teacher's own children.

4. Discussions with others based on information from student records or for the purpose of generating a record should be conducted in a manner that maintains privacy for the information. Specifically, if the student and/or parent conferences are being conducted to discuss grades, test scores, or other data contained in the records, the session should not be held where others can hear, likewise meetings to generate student performance plans or individual education plans.
5. Caution should be used in discussing or sharing information from records with anyone otherthan the parent who controls access to the records. Access to or the release of any personally identifiable information without the written consent of the parent or eligible student is prohibited.
6. Students should never be involved in tasks that grant them access to the records of other students. Specifically, students should not grade tests, enter grades in the grade book, file graded papers, file documents in cumulative folders, handle standardized test results, or be assigned similar jobs.

GRADING AND REPORTING STUDENT PROGRESS K-12 Report Card Grades In grades 1-12, a common report card grading system is to be used. Academic grades for students shall be "A", "B", C", “D", or "F".

A brief explanation of the grades used in grades 1-12 follows:

- A grade "A" (90-100%) indicates that the student has demonstrated outstanding progress in the subject and/or the skills area. The student consistently performs academically at a level that is considerably higher than that of the typical student in the same program or course. The student has mastered skillswell above those required for successful completion of the instructional program and has demonstrated an understanding of, and an ability to utilize the content of the program effectively. An "A" student will have achieved and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.
- A grade of "B" (80-89%) indicates that the student has demonstrated above average, but not outstanding progress in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The "B" student will be progressing at a rate that will enable him/ her to have achieved virtually all of the instructional objectives and competencies established for the subject being graded.
- A grade of "C" (70-79%) indicates average progress. The student performs at an average level in termsof mastery of skills/performance standards and/or content of the program. The student's rate

of progress permits mastery of more than the minimal instructional objectives and competencies of the program.

- A grade of "D" (60-69%) indicates the lowest acceptable progress in the mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered. F.
- A grade of "F" (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.

The Conduct Grading System

- A conduct grade of "A" reflects excellent behavior on the part of the student. The student consistently demonstrates outstanding behavior consistent with classroom, school, and district standards.
- A conduct grade of "B" reflects consistently good behavior. The student meets established standards for student conduct.
- A conduct grade of "C" reflects satisfactory behavior. The student's overall behavior is generally acceptable according to established standards of conduct.
- A conduct grade of "D" shows that improvement is needed in the student's overall behavior. The student does not consistently demonstrate behavior that is acceptable.
- A conduct grade of "F" reflects unsatisfactory overall behavior.

Student Attendance

Student attendance must be taken on a daily basis and every period. Attendance must be recorded in the electronic grade book (Pioneer). Students who are absent from school must bring a parent note excusing the absences within 2 school days from the last absence. Parent notes will only excuse the first 10 days of absences. After the first 10 days of absences, notes must come from a doctor or other formal letter. Teachers are to review daily attendance bulletins. A second attendance check will be performed daily. Please check thesecond attendance bulletin in case a student was marked absent but is present in your class. Students who arefound to be absent from class, but not from school, must be reported to the attendance office. Students arrivingin your class late after the break must be dealt with by the classroom teacher according to their classroom policies. Any student, who accumulates excessive tardiness to class, should be referred to the administrationin a written complaint format.

Notification to Parents:

1. Teacher-parent conferences should be scheduled upon request to the principal/academic director, when students are in need of academic strengthening and when students are judged to possess uniqueacademic potential. Teacher-parent conferences are recommended when students display a consistentpattern of disruption or demonstrate unacceptable academic achievement through failure to exert sufficient effort.
2. Teachers shall afford the parent(s)/guardian(s) of every student an opportunity for a parent-teacher conference.
3. Written notification must be sent home by the teacher to the parent(s)/guardian(s) at any time

during the grading period when it becomes evident that the student is performing unsatisfactorily in academics, conduct, and/or effort. Minimally, such standardized written notification shall be sent home prior to the beginning of the sixth week of each of the three thirteen-week periods of the regular school semester, if an unanticipated reduction in performance becomes evident in academics, conduct, or effort, the teacher shall notify the principal/academic director to communicate with the parent or guardian. It is the teacher's responsibility to award a grade commensurate with the student's performance. At least two weeks before the end of each grading period, an "Interim/Unsatisfactory Progress Report" shall be sent to the parent(s)/guardian(s) of all students who are performingunsatisfactorily in academics, conduct, and effort. In order to minimize paperwork, the progress reportshall be transmitted on a standardized checklist-type of form with appropriate guidelines. Every attempt shall be made by the teacher to communicate directly with parent(s)/ guardian(s) when there are indications that student performance and/or behavior are declining to keep the academic director in the loop. The signature of a student on a progress report will not in itself constitute a comprehensive attempt to achieve contact with parent(s)/guardian(s). When, in the teacher's judgment, a conference with the parent(s)/guardian(s) is necessary, further attempts by mail or telephone are encouraged. At the discretion of the teacher, parent(s)/guardian(s) may be notified by the academic director that a teacher-parent conference is requested.

4. Parents)/guardian(s) are to receive reports on their child's performance on the standardized tests administered as part of the assessment testing program. Parent(s)/guardian(s) of the students tested through the International Assessment Program will receive reports as they are made available by the respective examination board.
5. The standardized interim progress report form will include a place for the teacher to indicate that a parent conference is requested. However, if the parent(s)/guardian(s) does not respond to the request for a parent conference, it shall be the responsibility of school personnel to take, within reason, actionto initiate a parent conference. If these actions fail, obviously a conference cannot be forced upon the parent(s)/guardian(s) and the form will constitute verification of the original request.

Textbook Procedures

AIS policy requires that all students in language arts, mathematics, science, social studies, and foreign language classes are to be issued a book (textbook or consumable). Each teacher will obtain from his/her department chairperson the textbooks needed. Teachers are responsible for all books issued to them. Textbook records must be verified and accounted for at the close of the school year. Once a textbook is issued, it is the

teacher's responsibility to maintain and return the textbook without damaging it. If a teacher has lost ordamaged a textbook, fill out a Lost Textbook Slip and submit the slip to the school finance office.

23. STANDARDS OF ETHICAL CONDUCT

All teachers are representatives of the AIS and shall conduct themselves, both in their employment and in the community, in a manner that will reflect credit upon themselves and the school system. The subject coordinator shall:

- Teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction as provided by the board and bythe rules of the international examination board
- keep current in their subject area through attendance at professional meetings, acquaintance with professional publications, and participation in in-service activities
- Make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety;
- Not unreasonably restrain a student from independent action in pursuit of learning;
- Not unreasonably deny a student access to diverse points of view
- Not intentionally suppress or distort subject matter relevant to a student's academic program
- Not intentionally expose a student to unnecessary embarrassment or disparagement
- Not intentionally violate or deny a student's legal rights
- Not harass or discriminate against any student on any basis prohibited by the school or ministry orthe board and shall make reasonable efforts to assure that each student is protected fromharassment or discrimination
- Not exploit a relationship with a student for personal gain or advantage
- Keep confidential personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by the school
- Take reasonable precautions to distinguish between personal views and those of any educationalinstitution or organization with which the individual is affiliated
- Not intentionally distort or misrepresent facts concerning an educational matter in direct or indirectpublic expression
- Not use institutional privileges for personal gain or advantage
- Accept no gratuity, gift, or favor that might influence professional judgment
- Offer no gratuity, gift, or favor to obtain special advantages
- Maintain honesty in all professional dealings
- Maintain, prepare, and submit promptly all reports that may be required by the school, internationalexamination rules, board rules, and administrative directives
- Not deny a colleague professional benefits, advantages, or participation in any professionalorganization
- Not use abusive and/or profane language or display unseemly conduct in the workplace
- Not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable efforts to assure that each individual is

protected from such harassment or discrimination

- Not make malicious or intentionally false statements about a colleague
- Not use coercive means or promise special treatment to influence the professional judgments ofcolleagues
- Not misrepresent one's own professional qualifications
- Not submit fraudulent information on any document in connection with professional activities
- Not make any fraudulent statement or fail to disclose a material fact in one's own or another'sapplication for a professional position
- Not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment

Code of Ethics

All members of the AIS, administrators, teachers, and all other employees regardless of their position, because of their dual roles as employees of AIS and educators are to be bound by the following Code of Ethics. Adherence to the Code of Ethics will create an environment of honesty and integrity and will aid in achievingthe common mission of providing a safe and high-quality education to all students.

- Provide upon the request of a certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, ortermination of employment
- Self-report within forty-eight (48) hours to appropriate authorities any arrest and final dispositions of such arrest other than minor traffic violations. Instructional staff members shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program,or entering of a plea of guilty for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment
- Report any criminal act, and/or disruptive, and/or inappropriate behavior to the administrator or designee to whom the teacher is responsible; allegations of child abuse and/or neglect must also bereported, immediately upon knowledge, to the school management, and the site administrator.
- Failure to immediately report child abuse and/or neglect to the proper authorities will lead to disciplinary action.
- No staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity, or incur any obligation of any nature which is in conflictwith the proper discharge of his/her duties in the public interest.
- All instructional staff members shall be required to complete training on these standards upon employment and annually thereafter.
- The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence,acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of the fundamental principles upon which this code of ethics is predicated are as follows: each teacheragrees and pledges:

- The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
- Aware of the importance of maintaining the respect and confidence of one's colleagues, students, parents, and other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.
- Cooperation – Working together toward goals as basic as human survival in an increasingly interdependent world.
- Fairness – Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from ourown.
- Honesty – Dealing truthfully with people, being sincere, not deceiving them nor stealing fromthem, not cheating nor lying.
- Integrity – Standing up for their beliefs about what is right and what is wrong and resisting social pressure to do wrong.
- Kindness – Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.
- Pursuit of Excellence – Doing their best with their talents, striving toward a goal, and not giving up.
- Respect – Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three (3) major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.
- Responsibility – Thinking before acting and being accountable for their actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.
  - To abide by this Code of Ethics, making the well-being of the students and the honestperformance of professional duties core guiding principles.
  - To obey local, State, and national laws, codes and regulations.
  - To support the principles of due process to protect the civil and human rights of all individuals.
  - Conflicts of interest teachers shall employ independent objective judgment in performing their duties, deciding all matters on the merits, free of partiality or prejudice and unimpeded by conflicts of interest or other improper influences. No teacher shall engage in conduct that creates a conflict of interest. A conflict of interest shall be defined as a situation in which regard for a private interest tends to lead to disregard ofa public duty or interest. A conflict of interest shall exist upon use by a teacher of his/her authority or the use of any confidential information received through his/her employment for the private monetary benefit of the teacher either directly or indirectly,without disclosure to the appropriate AIS official.

- To treat all persons with respect and to strive to be fair in all matters.
- To take responsibility and be accountable for his/her actions.
- To avoid conflicts of interest or any appearance of impropriety.
- To cooperate with others to protect and advance the school and its students.
- To be efficient and effective in the performance of job duties.
- Financial Interest. A teacher shall not engage or have any interest, financial or otherwise, direct or indirect, in any business, transaction, or professional entity, either as a director, officer, partner, trustee, employee, or manager in that entity, which conflicts with or impairs the proper discharge of official duties or which could bring disfavor or disrespect upon the teacher or the school.
- Personal Advertisements. A teacher shall not advertise a business or professional activities on school property or use schoolwork hours, property or services to performor promote personal, not-for-profit, or commercial enterprises.
- Conduct Regarding Students: In no situation, shall a teacher refer a parent or student to a service, service provider, or product in return for anything of value. Additionally, a teacher shall not refer a parent or student to any service, service provider, or productin which that teacher has a financial interest.
- Outside Income: Teachers shall not accept any outside earned income in any situation where a reasonable person in the community could conclude that the receipt of the income would be inconsistent, incompatible or in conflict with the teacher's official duties.
- General Limitation on Solicitation. A teacher shall not solicit, directly or indirectly anypayments or other benefits under circumstances that would create in the mind of a reasonable person in the community the belief that such payments or benefits were provided with the intent to improperly influence the teachers' actions.

24. EXAMINATION ADMINISTRATION COMMITTEE (EAC) POLICIES AND GUIDELINES

Key terms:

- EAC – Examination Administration Committee
- EAC members- composition of EAC referring to the designated chair and members;
- P & G – policies and guidelines of the EAC;
- TOS- table of specifications used in the examination;

Rationale: Asia International School is committed to quality education and aims to be at par with Cambridge, Oxford board in delivering their affiliated syllabus. The teaching and learning process is indeed an essentialcomponent of quality education. One way of measuring this process effectively is the evaluation of tests andexaminations. Thus, the Examination Administration Committee (EAC) is established to standardize and unify the examination procedure in the sections of the boys' and girls'. This will also monitor the quality of the student assessment process by using appropriate assessment tools that must be suitable for the intended

learning outcomes. Moreover, this endeavor is designed in response for the school to be consistent with the CAIE, COGNIA, Pearson, Oxford AQA Qualifications Framework to demonstrate quality teaching and teachingeffectiveness.
The EAC is an institutional body. The examination procedure is not only the work of the EAC but that the entire teaching staff and their counterparts in the committee function with the Academic Director and Principals to render administrative supervision of the examination. Everyone is involved and is expected to do their roles to make the EAC function effective. The success of EAC is measured by the attainment of the objectives of the teaching-learning process.

Composition:

NAME	POSITION	POSITION IN THE COMMITTEE
Mr. Saleh Ahmed Mersail	Boys section principal	Chair
Mr. Mohammed Nawfal	Academic Director	Vice-chair
Ms. Amani Salah	Girls section principal (secondary school)	Member
Ms. Mona Alshamari	Girls section principal (Primary school)	Member
Mr. Emad Barakat	Arabic language Coordinator	Member
Ms. Sana Anwer	English language Coordinator	Member
Ms. Ameera Moustafa	Physics and Mathematics Coordinator	Member
Mr. Ahmed Kholief	Biology and Chemistry Coordinator	Member

The composition mentioned is applicable within the AY 2021-2022.

Tasks
This committee is tasked to handle examinations for students in each subject during the semester in the school. The task includes reviewing monitoring of the examination and related staff development. The committee works in coordination with the AIS management and is expected to perform the following duties:

A. EXAMINATION ADMINISTRATION COMMITTEE

1. Ensures availability of Test Blueprint or Table of Specification (TOS) covering final examination for eachsubject.

2. Reviews each question in the term examinations on the following:
   2.1 content alignment with the subject specification
   2.2 content alignment with the test blueprint
   2.3 distribution and variety of test types
   2.4 answers to each question
   2.5 format
3. Specifies corrections and rationale for the correction.
4. Provides feedback to the teachers regarding the reviewed examination.
5. The committee vice-chair signs on each page of the final copy of approved test questions.

B. STAFF DEVELOPMENT

1. Provides feedback to the staff on the following
1.1 Common errors
1.2 Recommendations
2. Orients proctors (invigilators) as needed.
3. Conducts teacher training and seminar workshops to address the needs identified regarding tests and studentassessment.
4. Monitors the implementation from the staff.
5. Evaluate the outcome of staff performance in the examination as a part of student assessment.

C. TASKS IN EXAM QUESTIONNAIRE MAKING AND EXAM CONDUCT

TEACHERS TASKS

The teachers' tasks and Subject coordinators consist of the following:

1. The teacher shall prepare the test questions within the coverage of the AYP. They are reflected on thetable of specifications (TOS).
2. The questions will be initially categorized according to the cognitive processes of learning, such as:

- Remembering [Rem] or knowledge (simple recall)
- Understanding [Und] or comprehension
- Applying [Ap] or application
- Analyzing [An] or analysis
- Evaluating [Eval] or judgment
- Creating [Crea] or synthesis

3. The questions will be initially categorized according to the difficulty level, such as
   a. Easy (Eas)
   b. Moderate (Mod)
   c. Difficult (Dif)
4. The teacher shall construct the test questions with correct grammar and structure.
5. The teacher in the boys' and girls' sections shall develop individual tests for the exam question paper.The Subject Coordinator facilitates this task.
6. The examination questions are submitted in soft copy to the subject coordinator within the specified period for review and evaluation, which is at least two weeks before the scheduled start of the examination.

EAC TASKS IN APPROVAL OF EXAM QUESTIONNAIRE

1. The Subject coordinators will approve and submit the soft copy with its TOS and the marking schemeto the committee's vice-chair.
2. The Vice-chair (Academic Director) of the Committee shall receive the reviewed and approved exam questions from the subject coordinator in soft copy along with the TOS and the marking scheme.
3. The committee's vice-chair shall affix a signature to the original copy of the exam questionnaire if its entirety is found meritorious as per guidelines. After that, the exam questionnaire is endorsed back tothe subject coordinator.
4. The subject coordinator shall print the questionnaires as per the printing guidelines with the assistanceof the photocopying team. Enclose them in a sealed envelopes and endorse them to the chair of the EAC.

5. The subject coordinator and the photocopying team assume responsibility for ensuring the security and confidentiality of the exams (no leakage of questions, no loss of exam papers) during the printing process.
6. The chair of the committee will ensure the availability of printing requirements of exam questions andthe conditions to ensure the integrity of the examination proceedings with the help of the exam controlcommittee

EXAM SCHEDULE AND LOGISTICS

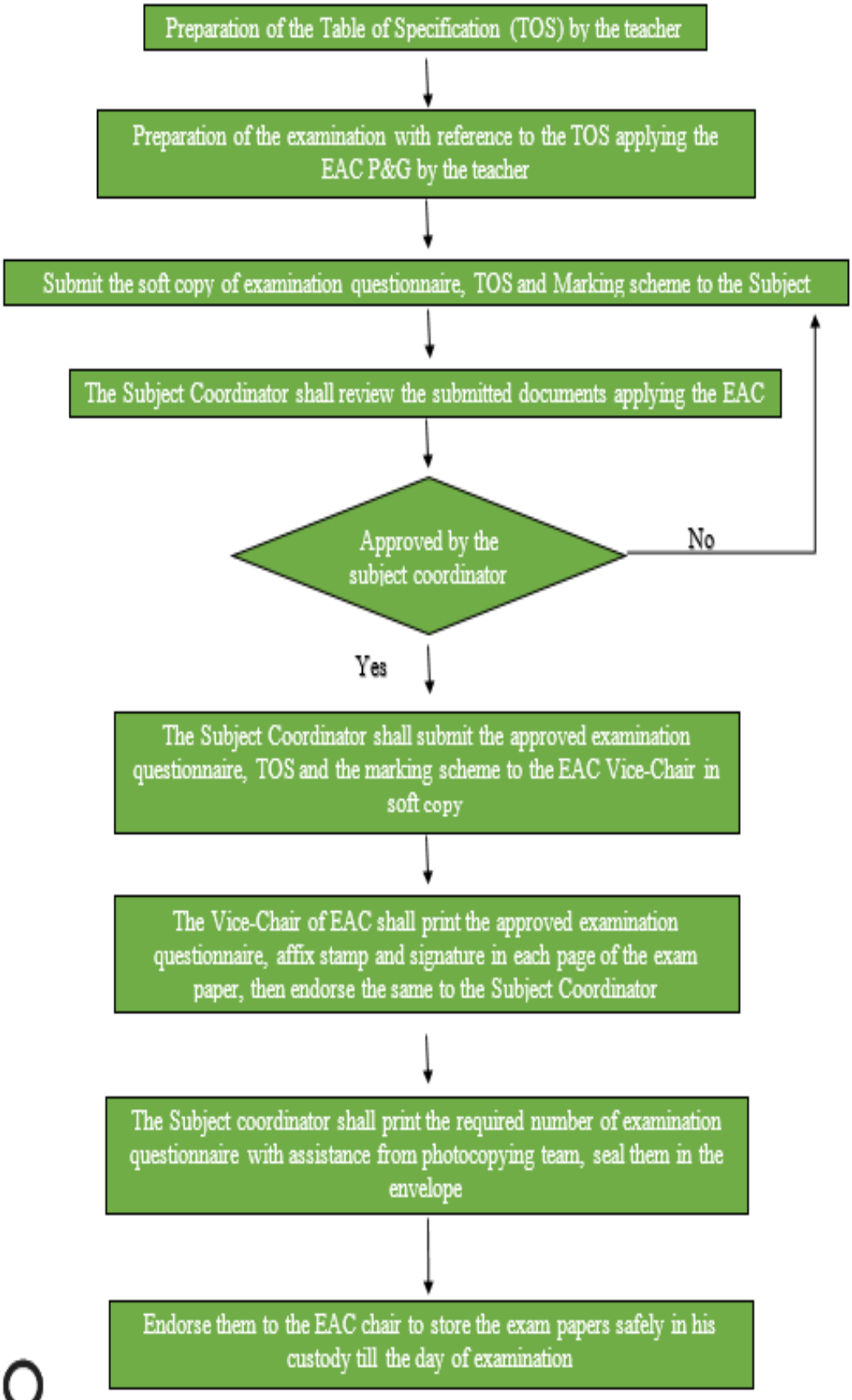
Preparation of the exam schedule: The Chair of the committee shall prepare the examination schedule for all grades with the assistance of the team well ahead of time at least three weeks before the scheduled examination in the academic calendar.
Care should be taken to schedule not more than two exams per day for the auxiliary subjects and only one exam per day for the core subjects.

Team In charge:

Sharing the schedule of examinations with parents: The chair of the EAC shall disseminate the informationon the schedule of exams once it is approved. At least two weeks before the scheduled date.
Exam conduct: The Chair of the EAC

- shall appoint the Exam Control Committee and supervise the conduct of the examination by assigningproctorships among the teachers and appointing the substitutes if any proctor is absent in case of emergency.
- shall render supervision for the overall EAC and its co-participants' functions.Figure 1. Process

Flow of submission, review, and approval of examinations.


Preparation of the Table of Specification (TOS) by the teacher
Preparation of the examination with reference to the TOS applying the EAC P&G by the teacher
Submit the soft copy of examination questionnaire, TOS and Marking scheme to the Subject
The Subject Coordinator shall review the submitted documents applying the EAC
Approved by the subject coordinator
No
Yes
The Subject Coordinator shall submit the approved examination questionnaire, TOS and the marking scheme to the EAC Vice-Chair in soft copy
The Vice-Chair of EAC shall print the approved examination questionnaire, affix stamp and signature in each page of the exam paper, then endorse the same to the Subject Coordinator
The Subject coordinator shall print the required number of examination questionnaire with assistance from photocopying team, seal them in the envelope
Endorse them to the EAC chair to store the exam papers safely in his custody till the day of examination

EAC REVIEW PROCESS:

1. A flowchart is implemented in the review process. Please see Figure 1.
2. The period of submission, review, returning of approved exam questionnaire, and printing is stringently followed.
   a. A directive or memorandum gives the period of submission by the vice-chair of the EAC.
   b. The review period is 2 to 3 working days after initial submission.
   c. If the questionnaire is returned to the teacher for improvement or corrections, the returnsubmission is within one working day.
   d. Reviewed and approved examination papers are relayed to the Vice-chair (Academic Director) within 1 to 2 working days after submission by the teacher for review.
3. The EAC review of the exam questionnaire will consider the following:
   a. the questions reflect the learning objectives of the subject matter about the TOS.
   b. the questions are classified with the categories of cognitive learning and difficulty levels. (In the questionnaire, these classifications are reflected in a column beside the questions,
   c. the questions are in varied types (MCQ, matching types, essay, etc.)
   d. the number of questions complies with the directives of the school.
   e. the questions are stated with correct grammar and structure, and f. the exam questionnaire is in the proper format.
4. Editing the question, if necessary, will involve the least possible modification to ensure that the fundamental idea of the question will not be changed. The concerned teacher should feel free to communicate with the EAC (through email) if they think their concept (in the question) has been changed.
5. A vague question will be referred back to the teacher for reconstruction/correction immediately within the review period. After that, the corrected questionnaire is sent back to the EAC to resume its paper review. This process still involves the soft copy of the exam.
6. Reviewed and approved exam questionnaire along with TOS and marking scheme will be sent in softcopy to the chair of the EAC within 1 to 2 working days of the review period.
7. Late submission of exam questions (beyond the submission period). In such a case, the matter is referred to the vice-chair (Academic Director)
8. Exam questions without review and approval from the subject coordinators will not be endorsed by the chair of EAC for printing.
9. In case no questionnaire is submitted, the matter is reported to the Vice-chair of the EAC.
10. Decking for review of the exam questions will follow the “first come, first serve” basis.

SECURITY OF TEST QUESTIONS AND EXAM PAPERS

The integrity and confidentiality of the examination are crucial, and thus it is everybody’s concern.

1. The security of the test questions must be ensured primarily by the EAC during the review period, the teachers and subject coordinators during their preparation and before printing the examination, and the Chair of the EAC before and after printing until the endorsement to the ECC on the day of examination.
2. Everyone is urged to be vigilant for leakages of test questions during the preparation and examination period.
3. Examination papers of students are under the utmost care of the person concerned.

CONDUCT OF THE EXAM PROCESS

1. The conduct of the exam will follow the schedules approved by the Chair of the EAC.
2. The subject coordinators shall supervise the examination proceedings as usual.

POST EXAMINATION EVALUATION

The post-examination review is a means to derive feedback about the nature of the examination, examination process, and level of difficulty. This consists of a relevant performance indicator of the teaching-learning process.

1. Determine the MEAN of the scores/marks of the students. This will reflect the class's overall performance regarding the examination.
2. Determine how many students passed the exams based on the approved minimum passing level of 60%.
3. Determine how many students got scores in ranges of 5 points in the scores, such as in the example below:

Total points 100, 100 – 95, 90-94, 85-89, 75-79, 70-74, 65-69, 60-64, 55-69, 50-54, 45-49

Such data will give an impression of whether the exam is too easy or difficult.

4. The examination is reviewed and rationalized in the class. The scores/marks are given to each student in a manner that upholds confidentiality and respect.
5. The checking and scoring of the test papers must be accurate.
6. Post-examination evaluation also consists of item analysis and determining the discrimination index of the examination.
7. Post examination review report is submitted to the vice-chair of the EAC, who shall file the same as part of the Academic File. These reports will be utilized for Continuing Professional Development seminars and workshops. It will also form part of the Subject Progress Report.

GENERAL GUIDELINES ON THE EXAMINATION QUESTIONS:

A. TABLE OF SPECIFICATIONS (TOS)

- The TOS is prepared/adapted from the AYP (Syllabus) of the subject.
- The learning objectives (at the heading) and the topics within the chapter or unit (on the left side below) should be reflected in the TOS, vis-à-vis the different categories of cognitive learning (on the main matrix).
- The cognitive processes of learning consist of the following:
  - Remembering [Rem] or knowledge (simple recall)
  - Understanding [Und] or comprehension)
  - Applying [Ap] or application
  - Analyzing [An] or analysis
  - Evaluating [Eval] or judgment
  - Creating [Crea] or synthesis

- The learning objectives in the TOS will be the guide when these cognitive processes are utilized in formulating the questions. Having these in mind, the questions will be diversified, avoiding too manysimple recalls (too easy exam) or too many analytical (difficult exams).
- The type and number of the question are classified under each level of cognitive learning (column), specifying its location within the different types of the exam questionnaire. Example: MCQ # 7 underRemembering.

Note: The bulk of reviewing/qualifying the exam questions rests on the agreement of the questions within theUnit's objectives/ topics in the unit vis-à-vis the cognitive processes of learning.

B. CATEGORIZING THE QUESTIONS

According to levels of difficulty, the three levels of difficulty of the questions and the distribution of itemswithin each level are as follows:

LEVEL OF DIFFICULTY	% DISTRIBUTION OF ITEMS
Easy	35 %
Moderate	50%
Difficult	15 %
TOTAL	100%

Rationale:

A well-prepared examination consists of these three levels of difficulty to provide a clear separation of the bright students from the average ones; or differentiate those students who prepared themselves well for the exams from those who did not. The examination cannot be too easy nor too difficult for the students; that is why there is greater bulk for the moderate type of questions. Even if there is subjectivity in initially classifyinga question as easy or difficult, there is still merit in taking this guideline in making the test questions. This is further supported by the statement "that the six major categories of cognitive processes starting from the simplest to the most complex can be thought of as degrees of difficulty. The first ones must typically be mastered before the next one can occur. (Source: http://www.nwlink.com/~donclark/hrd/bloom.html)

C. COVERAGE OF TOPICS WITHIN THE PERIODICAL EXAM

The AYP of the subject serves as the basis for the coverage of topics to be included in the examination. It is recommended that all the chapters are covered evenly, meaning questions are formulated representing the essential topics within the units or chapters. Of course, the relevance of the subject matter is also consideredin developing the questions.

D. DETERMINING THE NUMBER OF QUESTIONS UNDER WHAT TOPIC IN THE CHAPTER.

The teachers and Coordinator responsible for the subject have the option to determine how many questions can be asked under a topic/subject matter depending on relevance and coverage or subjectivity on past papersof the Cambridge board.

E. TEST QUESTION CONSTRUCTION AND FORMULATION

The EAC recognizes every teacher's academic freedom and professional responsibility to formulate their questions in the exams. How the questions are asked depends upon how the lessons were presented during class discussion. Thus, as much as possible, the EAC will try not to change the idea of the question during editing. If editing would be necessary, it would only be on the structure or construction of the question. Suggestions are also given on how to

improve the questions. The teacher should take adequate time to prepare the questions in the exam; the exam is not done overnight before the submission date. Plenty of time is needed to review the lessons' objectives, prepare the TOS, and formulate and ask the right questions judicious

GENERAL GUIDELINES:

- The questions are formulated guided by the learning objectives specified in the unit/ topics. Refer to the AYP of the subject.
- The subject (object) being asked in the question must be definite and clearly described. (This means, is it a substance, a chemical reagent, an event, a phenomenon, a principle, a color, a structure, a particle, a part of the body, a part of the cell, a process, a test method, etc. that is being asked about inthe question).
- The questions are stated definitely (not as an open-ended question). Otherwise, the student will be guessing what is being asked. Moreover, the student might have a different perspective about what isneeded from the teacher.
- The questions are constructed with correct grammar and stated in a sentence with a complete thought.
- Questions are stated, using simple or common words to drive what is desired in the question. Flowery,complex expressions should be avoided unless technical terms are related to the subject matter.
- The reading level is appropriate to the understanding of the students. (Consider the English proficiencyof the students).
- Acronyms are avoided in stating the question, rather than the complete words are used and enclosethe letters in parenthesis if these are needed to be used quite often in the exam.
- It is better to express the questions positively; avoid double negatives because these are confusing.
- As much as possible, the questions should be formulated freshly per every exam. The recycling of questions given in the past examination is discouraged. However, a slight modification should be introduced if a question is deemed essential and needs to be asked again.
- Questions are not lifted/copied verbatim from the book/presentations or past papers (This practice is called plagiarism and a violation of intellectual property rights or breach of copyrights of the owner of the questions or the books). Hence, the questions should be constructed by the own idea of the teacher.
- A question already asked in a previous type (example in MCQ) is not repeated in another kind or elsewhere in the questions (example, in fill in the blanks).
- The total marks in each question type are indicated (enclosed in parenthesis).
- Directions in the test should be given clearly. (See the examples below) Examples:
    I. Multiple Choice. (25 marks) Direction: Select the BEST answer from the choices given.
    II. Identification. (10 marks) Direction: Name or identify the cell parts being described.

III. True or False. (10 marks) Direction: Write the word TRUE if the statement is correct or FALSE if it is wrong. Note: True or False questions can be MODIFIED to enhancethe thinking process, rather than guessing only true or false.

- The following tips are quick references only while the questions are formulated. A seminar workshop on Test Construction discusses the techniques and details of constructing test questions.

BRIEF GUIDELINES IN WRITING MULTIPLE-CHOICE QUESTIONS (MCQ):

1. The question's stem can be in the interrogative form or incomplete statement form, provided, the subject being asked is clearly stated.
2. Ensure that the stem asks a straightforward question and contains only one main idea.
3. The options or choices should be homogenous, meaning the choices are related to one another. The answerand distracters are all associated with the stem of the question. Avoid an unrelated distracter because this becomes not the answer.
4. Only one option/choice should be correct or the best.
5. The choices or options are stated nearly equal in length. A very lengthy statement gives a clue it might bethe answer.
6. The number of choices in the MCQ ideally is 4; however, five options may be given (A, B, C, D) if desired.More than five choices will only confuse the student.
7. Letter choices/ answers should be given in capital letters (A, B, C, D). This is to avoid vagueness/ambiguitywith small letters which may appear as "a" or "c," "b," or "d" when the student writes down the answer.
8. Avoid using "none of these" as a choice in MCQ. Because logically, a question with no answer should notbe asked. A "none of these" should not be the chosen answer, either.
9. The "all of these or all of the above" choice may be given as the last choice (D), although this may be usedsparingly. When it is used, do not always make it the correct answer.
10. If terms like never, not, except, least likely, or most likely are used in the stem of the question, these words should be emphasized by italics, capital letters, bold letters, or underlined. Negative statements should be used sparingly.
11. The options are arranged logically from a content standpoint. For example, chronological order when numerals are used (such as in values, counts, etc.)
12. To emphasize the question's stem apart from the choices or options, this may be made darker or written in bold letters.

BRIEF GUIDELINES IN WRITING TRUE OR FALSE TESTS:

1. True and False questions often invite some form of understanding and analysis of certain concepts. So, thequestion must not be formulated like a simple guessing game. It suggested that a modified true or false insteadcan be done.
2. Each statement is true or false. It cannot contain components in the questions that are partly true and partlyfalse.
3. Exact quantitative (two, three, four) term is better than qualitative (some, few, many). 4. Give a definite instruction to write the words TRUE or FALSE, rather than "T" or "F," or "/" (checkmark) or "x" (wrong mark).
5. Avoid long or complex sentences.

6. Include more false than true statements in any given test and vary the number of false ideas from test to test.
7. Avoid the answers coming in a pattern.

Example: True, False, True, False; or True, True, False, False. Or all True or all False.

8. Avoid using specific determiners, which usually give a clue to the answer

Examples: False: all, always, never, ever, none, only True: generally, sometimes, usually, maybe, often Briefguidelines in writing.

MATCHING TYPE / HEADINGS:

Matching type requires 2 (or more) columns where the items find their match in the choices in column II (and in additional columns, as the case may be).

1. Headings have choices of 4 to 5, which may consist of a set of principles, or body parts or system parts, and the items find their match from the headings above. This is suitable for grouping items rather than the items, and choices are given in a mix-up, which can be done.
2. Directions indicate the basis of matching. Show also if choices can be used more than once or not.
3. The list of responses should be relatively short
4. Position of matches should be varied. Avoid using patterns.
5. The choices of each matching set should be on one / or the same page of the questionnaire. The options arenot cut, and the continuation is on the next page.
6. There are more choices/responses than the premises in a single set; not an exact number of choices matchthe number of items.
7. The premises are homogeneous as well as the responses and are grouped as one item
8. Capital letters (A, B, C, D, E, etc.) of the choices are used.

BRIEF GUIDELINE IN WRITING FILL IN THE BLANKS OR IDENTIFICATION:

1. The question can be interrogative (what is …) or a sentence statement that asks for something in the blank.
2. The question asks for something definite.
3. The question does not start with a blank. The premise of the question should be given first.
4. Sentences are short to moderately long.
5. Provide enough space to write the answers.

GUIDE QUESTIONS IN WRITING ENUMERATION:

Enumeration question entails quantitative knowledge of the subject matter. Thus, the question would ask forthree or more answers.

1. The question asks for definitely required answers.
2. This type can ask for a sequence of steps or arrange concepts correctly. The premise should be made clear.
3. The answers in the enumeration type should not appear elsewhere in the questionnaire, such as in themultiple choices.

GUIDELINES IN WRITING ESSAY QUESTIONS:

Essay questions invite critical thinking, analysis, the ability to judge or evaluate, rationalize, cohesivelysynthesize concepts, or apply the principles; these measure the higher cognitive process.

1. The Restricted Response essay question is recommended because it is more specific, easier to score, andhas improved reliability and validity.
2. The essay should not be too long to read (time constraint) or complicated to be understood by the students.In a question with a scenario or case, break down the questions more simply.

3. Critical words to use: compare, contrast, analyze, evaluate, etc. The terms of differentiation or discussionmust be indicated.
   Example: Using a table/Venn Diagram, compare and contrast mitosis and meiosis in terms of the following:
   a. type of cell where the process occurs
   b. several cell divisions
   c. number of chromosomes in parent cell and daughter cells.
4. Flow diagram/ flow chart can be used to ask for a process or a series of steps or a cycle.
5. The number of essay items asked to be answered must be specified;

Example: "Answer the following essay questions," rather than instructing "answer 3 out of 5 questions". This ensures the same level of (uniform) evaluation of the students' capability.

F. ASSIGNING THE POINTS ON THE QUESTIONS AND EXAM SCORES CONGRUENT WITH THE MARKS.

1. Ideally, the assigned marks in the questions consist of:
a. Objective type = 1 mark per item answer or question
b. Essay type (depending on the question and level of difficulty) = 2 to 5 marks per question
2. The total marks per type of question in the examination should be reflected enclosed in parenthesis besidethe type of test.

Examples:
Test I. MCQ (25 marks)
Test II. True or False (10 marks)
Test III. Essay. Q. 1 ……. (2 marks) Q. 2…(3 marks)

G. EXAMINATION FORMAT:

1. The format or layout of the exam questionnaire adapted by the school should be uniform.
   Note: A column or space on the left of the questions is used as an area were to indicate the cognitive levels and levels of difficulty. These are used for EAC review only. Before printing the approved questionnaire, these classifications should be deleted. Alternatively, the students can use the space to write down their tentative answers or final answers if so desired.
2. The overall picture of the exam questionnaire should be "light and free," meaning it is not congested or cramped. This affects the mental disposition of the examinee.
3. It is ideal to leave a single space between questions/ numbers.
4. To acknowledge the authorship of the teacher who prepared the questions, their name/initialscan be placed in the footer or written on the bottom part of the last page, such as: Prepared by:___.
5. The phrase "end of the exam" is indicated after the last question on the previous page of the questionnaire.
6. Paging the questionnaire is made, preferably stating the specific page over the total number of pages.

Example: "page 1 of 5". 9.

8. The official cover page of the Asia International School for the examination question will be adapted.

25. STUDENT CAREER GUIDANCE POLICY

School shall provide a comprehensive, developmental program designed to assist students in making and implementing informed educational and occupational choices. The program shall develop

students' competencies in self-knowledge, educational and occupational exploration, and career planning. The school counsellor and High School Vice Principals will use the available resources to ensure that students have access to appropriate guidance to assist them in their educational needs and career choices.

Aims and Objectives of Career Counselling

The aim of Career Counselling and Guidance is to help individuals acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in society. These program's mainobjective is to prepare students for the changing workplace of the 21st century by:

- Teaching labor market changes and complexity of the workplace and to discuss the obstacles that theymay be worried about.
- Broadening knowledge, skills, and abilities to help them understand the career options that they have.
- Improving decision making skills.
- Increasing self-esteem and motivation.
- Building interpersonal effectiveness.
- Maximizing career opportunities that lets them know what career they would be suited for.

Career Guidance within the school may be given by:

- The school Counsellor
- The Academic Director
- Principals
- The Student Services Coordinator
- Senior Teachers for Grades 9-12

How is Career Guidance and Counseling Program offered?

- In the classes, the counselor and the high school Vice Principal will help the students choose the beststrategies for formulating their future plans and prepare them for entry into the workforce or for college by running a workshop or a lecture on career skills, educational opportunities, and goal setting for students.
- In the School premises, hosting a Career Day, by inviting representatives from universities and colleges to meet with the students by conducting lectures, workshops and other activities that will help students to explore their strengths and interests, in relation to their aspirations. They will be guided bytheir parents in planning and making informed decisions for their education and career pathways.
- Networking with relevant agencies, individuals, parents to manage, organize and coordinate guidanceactivities into a coherent program for students.
- Arranging students' visits to colleges and Universities in KSA especially in the Eastern Province.
- Updating students and informing them about all the Study Abroad Expos and educational fairs conducted in the Eastern Province where students will get the chance to meet with many Universitiesfrom around the world.
- Attending UK Universities' Career Fair organized by the British Council.

26. STUDENT HEALTH AND SAFETY POLICY

Introduction

The health and safety of students at Asia International School is of paramount importance. The clinic nurseprovides first aid to sick and injured students during School hours.

Objectives

- To make the parents aware of how to notify the school, if children have been unwell and will not beattending school on that day.
- To make the staff aware of the procedure if they suspect a child who is unwell or has an infectiousdisease.
- To give guidelines related to communicable diseases and illness within the school and actions to betaken.

Aim

- Providing direct care to students.
- Providing care for injuries and acute illness for all students and long-term management of students with special health care needs. Responsibilities include assessment and treatment within the scope of professional nursing practice, communication with parents, referral to physicians, and provision or supervision of prescribed nursing care.
- An individualized health care plan is developed for students, and when appropriate, an emergency plan is developed to manage potential emergent events in the school setting.
- Responsible for management, planning and communicating provision of school health services for children with special health needs, including children with chronic illnesses and disabilities of variousdegrees of severity.

Health Record & Management Policy

- A legible, complete, comprehensive and accurate student medical record is maintained for eachStudent.
- Medical record includes recent history, progress notes, and imaging reports as well as communicationwith parents or guardian.
- Records should highlight allergies and untoward drug reactions.
- The clinic maintains an immunization record for Grade 1 (4-6 years) under the supervision of theMinistry of Health.
- Records are organized in a consistent manner that facilitates continuity of care.
- Discussions with parents/guardian concerning the necessity, appropriateness of treatment, as well as discussion of treatment alternatives, will be incorporated into a student's medical record as well as documentation of executed informed consent.
- The school health nurse is responsible for the complete, cumulative school health record for each student.
- The record shall be stored in a filing cabinet.

- Health records include information regarding but not limited to:
    - Health history, including chronic conditions and treatment plan.
    - Screening results and necessary follow-up.
    - Immunization status and certification
    - Health examination reports.
- Documentation of traumatic injuries and episodes of sudden illness referred for emergency healthcare.
- Documentation of any nursing assessments completed.
- Documentation of health care provider's orders, if any, and parental permission to administermedication or medical treatment to be given in school by the school nurse.

First Aid & Medical & Minor Emergency Policy

- The school clinic is well equipped with a thermometer, automatic blood pressure monitor, manual blood pressure monitor, digital personal weight scale, height measuring tape, medical bed, stethoscope, nebulizer and oxygen apparatus, which all help to provide appropriate medical first aid response.
- The Clinic administers first aid and refers students for follow up with medical practitioners or to emergency services if needed.
- Minor injuries and minor emergencies are treated in the clinic itself with required medical facilities.
- Parents shall be informed about their child's physical condition if considered necessary.
- If contact is not possible, the school nurse will administer appropriate emergency treatment.
- All health issues and treatment provided shall be documented in the School Health File maintained inthe clinic.
- School Health File shall include:
    - Name of the Student
    - The class they are assigned to.
    - Date & Time
    - The circumstances of the incident
    - Description of any injury sustained
    - The treatment administered
- In case of serious emergencies if school is unable to contact parent/guardian, child will be transferredto nearby hospital.

Parent Notification Policy

- Parents will be informed verbally by phone.
- Clinic staff may contact parents if they need to obtain some information about the child or informchild's parents about administering medication.
- Parents will be informed immediately if their child is unwell and needs to be collected from the schoolat the earliest.

- Notification to parents will be documented in student medical record to help improve follow up process and referral plan for the student can be made if required.

Immunization Policy

- Parents shall submit updated vaccination documents to the clinic for record purposes prior to the startof the school.
- Immunization will be conducted by the parent in the nearest health center.
- Parent should provide the school with the vaccination records copy.
- If the Ministry of Health provides immunization, program information will be sent to parents inadvance.
- Parents who wish to avail the vaccination shall complete the consent form and return it along with theoriginal vaccination card.
- Vaccines are only to be given if,
    A. Consent form is fully completed, signed by parent and dated
    B. Student does not have any allergies or contra-indications to the vaccine
    C. Adverse reaction forms should be available in the instance of a reaction.
- Students are to be monitored in the clinic for up to 15 minutes after which they will be sent back tothe class.

Medication Policy

- School clinic shall maintain its own supply of medication.
- All school medications and those brought to school by students will be kept in the school clinic in alocked cupboard or locked refrigerator.
- The cupboard will be locked at all times and the keys will be kept out of students' reach.
- The refrigerator temperature will be kept between 2 and 8 Degrees Celsius, medication requiring thistemperature will be stored there.
- A new request form must be completed for any change in the original request.
- Requests forms will be maintained by the school nurse and kept in the student's medical file.
- All open medications will contain a label stating the date of opening.
- Any medication must include written clarification of dose and frequency e.g. Fevadol syrup.
- The drug administration procedure will be used at all times when administering medications i.e., rightperson, right medication, right time, right dose, right route, right documentation, right reason, and right assessment.
- Medication will not be administered in a dose that exceeds the recommended maximum dosage.
- Before administering any of the medication to primary school student, parents will be notified, and verbal consent will be obtained. However, in case of emergency and if parents are not contactable it will be at the discretion of school clinic nurse to medicate the child (E.g. High-grade fever, Allergicreaction, Injuries)
- Students are not allowed to carry any medication with them except inhaler for asthmatic conditions.
- If a child needs to take any medication during school hours, doctor's prescription must be produced.
- Medication shall be handed over to the school nurse by the parent/Guardian and it can be

collectedafter the school hours or at the end of prescribed course.

- Medications must be sent in their original packaging and should be clearly labeled with the student'sname, required dose, timing and route of administration
- Children with fever (temperature above 37.7 degrees C) should rest at home.
- Children may return to school if they are afebrile for 24 hours without using fever reducing medications.
- If a child develops a fever during the school day, parents will be notified to collect their child as soonas possible.
- Child with high temperature will not be sent home on a school bus, parents will be informed immediately.
- In case of extremely elevated temperature or if the child has a history of febrile convulsions, the clinicstaff will immediately medicate the child and begin sponging or bathing him/her to reduce the intensityof the fever. Parents will be told to come into school immediately.
- For contagious illness the Ministry of Health has clearly documented guidelines for those conditionswhich require exclusion from the school.
- If a student develops vomiting and/or diarrhea, he/she should be seen by a doctor and rest at home forthe duration of illness or if necessary, admitted to the hospital.

Concepts of Communicable Diseases

- Communicable diseases refer to diseases that can be transmitted and make people ill.
- Infective agents (pathogens) that invade the body or release toxins that damage the immune system.
- In severe cases, they may lead to death.
- Chain of infection Infective agent, source of infection, mode of transmission, host besides the infective agent, are the crucial factors for the spread of communicable diseases, particularly the source of infection, the mode of transmission and the host, the so-called "chain of infection".
- Infective agents: Infective agents are micro-organisms (e.g., bacteria, viruses, fungi and parasite) that will cause an infection.
- Source of infection: This refers to any environment, in which infective agents can live as parasites and breed. It includes human (e.g., patients, carriers and people with latent infections), livestock, insects and soil.
- The source of infection will normally form the basis for infective agents to infect humans.
- Mode of transmission: This refers to the method of transfer by which the infective agent moves or is carried from one place to another.

Mode of transmission	Process	Examples of Communicable Diseases
Contact transmission	Through direct body contact with the infected persons, e.g., playing together with direct skin contacts; or indirect through contact with objects contaminated by infective agents, e.g., sharing towels, combs and clothes	• Hand, foot and mouth disease • Acute conjunctivitis • Head lice • Scabies • Chickenpox
Droplet transmission	Inhale or contact of droplets expelled from the sick during sneezing, coughing, spitting and speaking, or through subsequent touching of mucous membranes of the mouth, nose and the eyes, etc. with hands contaminated with infective agents	• Influenza • Common cold • Acute bronchiolitis • Pneumonia • Severe acute respiratory syndrome(SARS) • Scarlet fever
Air-borne transmission	The infective agents float in the air for some time and enter the body through the respiratory tract	• Chickenpox • Measles • Pulmonary tuberculosis
Food-borne / water-bornetransmission	Through ingestion of contaminated food or water, or use of contaminated eating utensils	• Viral gastroenteritis • Food poisoning • Cholera • Bacillary dysentery • Hepatitis A • Hepatitis E
Vector-borne transmission	Through vectors, usually insects, the infective agent parasites and breeds in the bodies of the insects.	• Mosquito-borne • Dengue fever • Malaria • Japanese encephalitis
Blood/ body fluidtransmission	Through blood transfusion, tattooing, ear piercing or sexual intercourse	• Hepatitis B • Acquired immunodeficiencysyndrome (AIDS) • Congenital infection from • Congenital rubella syndrome

Principles of control of communicable diseases

As mentioned above, there are four factors crucial to the spread of communicable diseases. They include theinfective agent, the source of infection, the mode of transmission and the host. Hence, the control of the spread of communicable diseases should focus on controlling all these four factors so as to break the chain ofinfection.

- Disinfection to kill the infective agents.
- Source of infection.
- Early detection, isolation and treatment of patients.
- Removal of breeding sites-mode of transmission.
- Maintenance of good environmental, personal and food hygiene.
- Adoption of infection control measures appropriate to the different modes of transmission and the host(susceptible population).
- Building up personal immunity by immunization and healthy life styles.

Infection Control Policy

- Maintaining clean and safe environment at school premises.
- Air Systems cleaning & sanitation.
- Restore, seal and replace insulation of affected ventilation system parts.
- Cleaning, drying and decontaminating after a sewage leak or spill.
- Eliminating mold infestations and preventing future growth.
- Soft material cleaning and decontamination.
- To provide set of infection prevention measures to control the spread of communicable diseases inthe school and in the community.
- Educate all members in the school on different ways of avoiding infection and communicable diseasesincluding hand hygiene, general hygiene, immunization and maintaining clean environment.
- Daily cleaning of all surfaces in the clinic with approved disinfectants.
- All equipment used in clinic shall be cleaned with quaternary ammonium compound and functionalityand cleaning checklist shall be maintained in the unit.

Hand Hygiene

It is one of the most recommended ways to reduce spread of infection within the school. Liquid soap solution to be placed near all washing areas to improve hand washing in students. School clinic should have hand washing facility and hand rub facility. Posters shall be placed in the clinical area wherever hand hygiene facilities are placed.

Disease Management at School Clinic

According to Ministry of Health Diabetic Management & Administration

- Ministry of Health requires schools to take specific actions to ensure that students with diabetes

are able to manage their disease while at school and to ensure the health and safety of the student and theschool community.

- Diabetes requires management 24 hours a day. Students with diabetes must balance food, medications,and physical activity while at school.
- School nurses coordinate care and educate school staff to provide a safe, therapeutic environment.
- All school staff members should know whom to contact for help.
- School nurse has the primary responsibility for emergency administration of glucagon. It will be administered only with parent's permission if the student passes out, loses consciousness and does notregain it or has a seizure. The student is to then be transferred to the nearest emergency center for further assessment.
- Students with diabetes may need:
    - Unlimited access to water such as uses of water bottle in the classroom.
    - Unrestricted access to bathrooms.
    - Access to food given by parents on a regular schedule.
    - Notify parents well in advance of field trips and school activities.

Head Lice Policy

- Whilst parents have the primary responsibility for the detection and treatment of head lice we work ina cooperative and collaborative manner to assist to manage head lice effectively.
- Routine "head lice inspection" checks are needed at the beginning of the school year. If a case of suspected head lice is reported to the school nurse, a head inspection will be carried out by the schoolnurse.
- Head lice and nits can be visible with the naked eye, it is recommended to use the conditioner/fine toothed combing detection method, although use of a magnifying lens may be necessary to find crawling lice or to identify a developing nymph inside a viable nit. Nits are often confused with otherparticles found in hair such as dandruff, hair spray droplets, and dirt particles.
- Exclude children with live lice from school.
- Students who are infested will not be sent home immediately from school.
- However, students shall be sent home at the end of the day with a note if a school nurse discovers lice.
- Students are allowed back in school with nits provided they've been treated with a medicated shampooto remove lice. Repeat treatment one week after the first shampoo to ensure that any bugs that hatch from the eggs, which treatments don't destroy, are eradicated.
- Student should be inspected for head lice clearance after 1 week.
- To support parents/guardian to achieve a consistent, collaborative approach to head lice management, the school will undertake distributing up to date and accurate information on the detection, treatmentand control of head lice to parents and staffs as requested.
- Head lice are a common contagious infestation in children, particularly those of primary school age. However, the presence of a head lice infestation is not a public health threat. The primary responsibility for the detection and the treatment of head lice lies with the parents of the students. If

itis suspected that a child has head lice, they will be sent to the school nurse for examination. In the event that live head louse are found, a letter will be sent to parents advising them to take their child from school for appropriate treatment. If only nits (eggs) are found a letter will be sent home. The child can return to school once the treatment has been completed. The child should be seen by a member of the medical team prior to returning to class. A parent's information guideline will be madeavailable for parents.

Coughing and Sneezing

It easily spreads infection. Children and adults should be encouraged to cover their mouth and nose with atissue paper and dispose the tissue paper appropriately in a bin.

Vomiting and Diarrhea

In the case of vomiting and diarrhea, the child should not return to school for 24 hours after the last episodeof vomiting or diarrhea.

Fever and Other Symptoms

Children should not attend school if they have a fever, a skin rash, vomiting, diarrhea, a heavy nasal discharge, a sore and inflamed throat, a persistent cough that has not been investigated, and red, watery or painful eyes.

If a student is absent from school due to fever, he/she must be fever free for 24 hours after the last dose of antipyretic (fever reducing medication) has been used.

Wounds

If a child has an infected or oozing wound, it must be covered by a well-sealed dressing.

Chicken Pox

Children within the school premises suspected of having chickenpox must be brought to the school clinic to be examined by the nurse and make necessary recommendations. Children with symptoms should be excludedfrom school until all lesions have scabbed over for a minimum period of 15 days. The parents will be asked to take the child home or as advised by the school nurse. Class teacher will be notified of the same.

Mumps

In the case of mumps (parotitis), for all exposures consider the entire group that could have been exposed and that could be the whole school, whole work setting, etc. It is an opportunity to vaccinate susceptible rather than individual persons. All children should have documented evidence of receipt of two doses of MMR vaccine with few students on medical or religious exemptions. When mumps is suspected, the child should be brought to the school clinic to be assessed by the school nurse and make necessary recommendations. Exclusion of infected students must be observed to control mumps outbreaks. Susceptible students should also be considered to be excluded when there is an outbreak.

Conjunctivitis

- Conjunctivitis can occur due to viruses, bacteria, fungi, chemicals, use of contact lens, allergens and other substances. When conjunctivitis or Pink Eye is suspected, parents should be contacted, informedof symptoms and advised to see the doctor for confirmations of diagnosis if they haven't already doneso.
- Young children are not necessarily able to adhere to strict hygiene measures and therefore could spreadthe infection to other children within the school. - The child can return to school 24 hours after the infection has cleared up or once they have had 24 hours of treatment for the conjunctivitis from theirdoctor.

Food Allergy Management

- Allergy form shall be prepared for students if they have known allergy to any food. This form includes:
    - Complete list of food to which the child is allergic.
    - The possible symptoms of the child's allergic reaction.
    - The treatment to be administered to the child and under what circumstances.
    - Contact information of parent/guardian, child's allergist and emergency contact number.
- Students with allergies must only eat the food they bring from home.
- Students are reminded not to share cups and straws.
- Desk and other eating surfaces are kept clean after food.
- Avoid carrying nuts or processed food made up of nuts to school.

27. CRISIS MANAGEMENT POLICY

The school considers the safety of its personnel; namely students, teachers, administrative staff, support staff as of prime importance. The school has a set of well laid out and well implemented policies and procedures to safeguard the safety requirements of its personnel.

The team of personnel comprising of the Crisis Management Committee is trained in the safety measures andpossess the strength of mind to remain calm in panic situation and handle the situation in a sensible and mostappropriate manner.

A crisis is generally a situation that arises suddenly and unexpectedly disturbing the balance of the individualor a group of individuals. This situation may be a real or perceived physical or emotional threat which completely benumbs the individual or group and reduces completely though temporarily the ability cope up.Everything is disturbed and there is a panic situation in the event / face of a crisis.

Crisis can be caused due to natural or manmade factors. Some of the crisis situations that may arise in schoolsetting are, but not restricted to, fight among and between students or different personnel in the school campus, possession of a dangerous weapon posing threat to the life of self and/or others, suicide of a student or staff, sudden or accidental death, a critically injured student or staff, a violent incident, fire and natural disasters like earthquake, flood etc. Crisis management calls for prompt action after careful evaluation of the situation.The school through its Crisis Management Team and Crisis Management Manual focuses at helping all staff and students understand different aspects of crises management and act quickly and responsibly. The team facilitates the school to take an

organized response in a crisis minimizing the chances of further damage dueto panic.
The School Crisis Management Team is the most important body for crisis intervention in the school. It comprises of a group of school staff who know the school community, the students and each other well enoughto make the necessary decisions when a crisis occurs.

Goals and objectives of the crisis management team

- **Safety:** to ensure the immediate safety of all students and staff.
- **Stability:** to re-establish the stability of the school routine as soon as possible.
- **Consistency:** to control the flow of information in order to eliminate the spread of rumor.
- **Prevention of further injury:** to be aware of secondary reactions and to identify at-risk students fornecessary intervention.
- **Support to individuals and groups:** to provide effective counseling to facilitate adjustment ofindividuals and groups, and to mitigate post-incident delayed reactions.
- **Empowerment of students' response capabilities:** to enhance the students' personal growth throughheffective coping with the crisis situation.

Functions of the school crisis management team

The School Crisis Management Team serves to manage the effects of a crisis and to help the school restore its normal functioning. It co-ordinates the various resources of the school to deal with the unusual situation.

The major functions of the Team are to:

- Draw up a school crisis plan.
- Collect and clarify ongoing information of the crisis.
- Evaluate the impact of the crisis to the school.
- Coordinate all resources, in and outside school, and respond quickly to the crisis.
- Provide support to teachers, students and parents.
- Coordinate the progress of the crisis management.
- Evaluate the crisis plan.
- Coordinate the follow up work.

Procedure

- The Crisis Management Team under the leadership of the school Principal meets regularly to review the safety measures such as the provision of Fire Extinguishers, Fire Safety equipment, carries out routine checking of electrical panels.
- Civil Defense conducts routine inspection of the school site and the license issued by the Civil Defense depends on the safety conditions of the school. Routine fire drill is carried out by the CrisisManagement Team.
- The school nurse trains the school staff in First Aid measures and CPR certified personnel educate the team about how to carry out CPR. The team is prepared throughout the year to handle any emergencysituation.

- The principal is always the Incident Commander in the event of any crisis situation that may occur on the school's campus. The principal remains in charge of the school and provides crisis management strategies until First Responders arrive on the scene.
- In the unlikely event that the principal is not present when a crisis occurs or has become incapacitated as a result of a crisis, the principal develops a chain of command to supervise the crisis situation during his/her absence or until the crisis first responders arrive at the school.

Teachers Checklist

When notified of campus emergencies:

- If Indoors
- If advised by Principal or designee to stay in your room, take a roll count of students.
- Take the protective actions appropriate to the type of emergency.
    - Keep children away from windows and outside walls.
    - Take shelter under desks, tables, and heavy furniture.
    - Move from under light fixtures and suspended objects.
    - Shut off or disconnect any electrical or gas item.
    - Be alert for the developing threats such as broken water pipes or electrical wires.
    - Communicate roll count of students and situation to the Person in Charge, if requested, assoon as it's safe.
    - Be prepared to evacuate if advised to do so.
    - If advised to evacuate, follow the Fire Evacuation Plan.
- If Outdoors
- Follow the training procedures for the specific types of emergencies, which may include some of thefollowing:
    - Move away from building to open space. Avoid overhead wires and utility poles.
    - Keep students assembled and roll count of students. Be prepared to provide this informationto Principal or designee.
    - Do not approach fires or touch any fallen wires.
    - Do not enter the building unless authorized to do so.
- Be alert for instructions from Principal or designee.

Handling Fights in School

- As soon as you are aware of a fight send for official assistance.
- Walk; don't run, to the fight.
- The moment you come in sight of the altercation, use your best authoritative voice and let the world know you are coming, and you want this non-sense to stop immediately. If possible, while walking tothe fight, stop at various classrooms and obtain help from other teachers. Make sure someone is sent to the office for additional help.
- Enlist the students there that you know by name with specific helpful jobs like leading others to a saferplace or getting help from security staff. Students are accustomed to responding to directions, so givethem directions. You want them away from the commotion.
- If you know the fighters by name, call out each of the names to stop fighting and let them know you

know who they are.

- If the fight is too dangerous to physically interrupt, such as if weapons are involved, continue to plead with the fighters, but wait for security assistance to separate them.
- If you can separate them do so calmly, remembering they won't be able to cool down immediately.Don't antagonize what may be left of tempers.
- If you are confronted with a free-for-all, get additional help. Do not try to be a hero.

School Safety and Security

- Use your best judgement.
- Be sensitive to the mutters and whispers of potential confrontations. Many times, fistfights betweenstudents are "scheduled" so others can watch.
- Alert the Principal. No school personnel should confront a violent or potential violent situation alone.In many cases, the presence of an authority figure will preclude any violence.

Hazardous Material Spill Procedure

The principal upon learning of the hazard will assess the situation and take immediate action. The principal will call 911 to alert Crisis Responders. The principal will make the decision to shelter in place or evacuate depending upon the circumstances of the event. Major hazardous material spills are most likely in science labs. The main threat is toxic fumes.

If Outside

- Move upwind away from the spilled material.
- Contact Principal or designee.

If Inside

- Avoid direct or indirect contact with material spills.
- Evacuate area to an upwind location or alternate location without common ventilation to avoid fumes.
- Flush with water immediately any area of direct contact.
- Remove contaminated clothing.
- Contact building in charge.

Sheltering Notification

Take all persons inside building(s).

- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put in the refrigerator.
- If advised, cover mouth and nose with a handkerchief, cloth, paper towels or tissues.

Evacuation Procedures

- If danger threatens, the principal notifies staff members to direct evacuation away from the danger.
- Call Maintenance Department to report the problem.
- Call Transportation to request buses.
- Bus drivers will make every effort to assure that all students are taken home.

- A staff member will stay with students until all have been picked up.

Utility Emergencies ProceduresGas

If a gas leak or gas line break occurs, station staff at exits or in hallways to direct:

- Evacuation away from drifting gas.
- Clear immediate area. Evacuate the building away from the gas leak or break.
- Teachers should take grade books and check roll after reaching the safety zone.
- Call the appropriate fire department.
- Call maintenance department.
- Stay away from the building until notified by the fire department that it is safe to return.
- Notify faculty, staff, and students when it is safe.

Electrical

- In case of an electrical emergency, station staff members to direct evacuation away from the danger.
- If a major line is down or sparks are visible, call the fire department, electric company, and maintenance department.
- Never touch a live wire.
- Never try to rescue a person who is experiencing an electrical shock.
- Shut off power, if appropriate.
- Maintenance personnel should notify Principal when the danger is over.
- Notify faculty, staff, and students when it is safe.

Fire Evacuation Procedures

- At the sound of the fire alarm, all students must walk as rapidly as possible into the hall and out the designated exit nearest to their room, without crowding or running. The teacher will check to see thatall students are out of the room and will close the door.
- The first pupils outside must move away from the building so they do not block the exit for those following.
- Call the appropriate fire department.
- Teachers are responsible for seeing that students move away from the building.
- The principal will be responsible for preparing an evacuation diagram for each floor of the buildingunder her supervision.
- Attempt to extinguish the fire only if it is small and/or confined.
- The teacher will see to it that students stay out of the fire zone.
- The teacher should take a roll count of students.

Assault/Battery Procedures

See also Tips for Teacher's Safety

- Get assistance; go directly to the scene.

- Exercise necessary physical constraints; confiscate weapons, but do not attempt to forcible disarming.
- Provide first aid if necessary; contact parent(s) of injured student(s).
- Note circumstances and individuals at scene.
- Maintain student control.
- Escort participants to office.
- Get statements from those involved.
- Notify police.
- Notify Chairman.
- Notify parents.

Checklist for Team Leaders Task Done

- Verify the information, from the victim's family and police necessary.
- Keep contact with the principal to make plans and assign tasks.
- Call the School Crisis Management Team together and facilitate implementation of the crisis plan.
- Consult the team members about support to staff.
- Consult the Parent Member about support to parents.
- Conduct an evaluation of the crisis plan when it is Over.

Checklist for other School Crisis Management Team MembersTasks Done

- Designate rooms for different usage and make this known to all staff.
- Assist with classroom notification, as needed.
- Assist in distributing classroom materials.
- Familiarize with all procedures and locations of the forms to be used.
- Assist other school crisis management team members with their duties, as needed.

Agenda for School Crisis Management Team Meeting

- Verify and update the details of the crisis.
- Evaluate the impact of the crisis on the school, the teachers, the students, the parents and thecommunity.
- Determine if additional support from community agencies is needed.
- Develop a strategic crisis plan and arrange the implementation procedure and the division of labour.
- Prepare for media inquiries.
- Handle inquiries from police - arrange students to be accompanied by parents or staff for interview.
- Designate someone to represent the school to the families of the victims.
- Answer enquiries from parents and outside.
- Make announcements of the death to students.
- Support to students, inform students of the event, decide the procedure in disseminating the news arrange interview locations, arrange classroom presentations, activities, arrange individual and

groupcounselling for students.

- Hold an initial staff meeting.

Fire and Emergency Drill and Evacuation Procedure Preamble

AIS Management has developed emergency plans to ensure the life safety of school children/students during emergency and consult the local fire station for any special concerns. The emergency plan reflects proceduresfor the reporting of emergencies as well as the occupant and staff response to such emergencies. The local fire station shall be made aware of the school's plan regarding evacuation of any students with disabilities orstaff who might be incapable of self-evacuation.

Areas of refuge are easily identifiable from the exterior so that fire department personnel can readily access these areas. Emergency plans are reviewed and updated periodically to reflect any new information or changesin conditions.

Frequent fire drills are critical in achieving the proper response by occupants during an emergency. Fire exit drills includes the assignment of staff or Student Council Members to hold doors open in the line of march and to close doors where necessary to prevent the spread of fire or smoke; to search toilets or other ancillaryrooms; to properly account for all occupants; and to achieve a prompt, quiet, and orderly evacuation of the building or relocation to designated areas of refuge. Occupants are not allowed to retrieve clothing or take school bags after the alarm sounds due to confusion that would result in forming lines, student accountability,and the danger of tripping over dragging apparel.

Fire Drill Procedure

When the fire alarm is given, the teacher gives the warning Fire Drill. All instructions and activities cease, machinery is shut down, gas and oil burning apparatus and appliances are shut off, and the students are expected to remain still and quiet to await further orders.

The Teacher gives the command STAND. Students stand and remain silent. The teacher then takes the classlist /red and green card and keeps in his/her possession until the end of the drill.

The teacher opens the classroom door, determines the route to be taken, and give the command MARCH. The teacher then supervises the class out of the building in an orderly manner, to a predetermined point of safety.Students remain in formation until dismissed by the Crisis Management in-charge.

Students outside the classroom and still in the building can go the nearest corridor and join with any class, or, if close to an exit, shall leave the building and report to their particular class outside the building.

Once assembled at the predetermined point of safety, the teacher checks the names and the number of students.If there are any missing or additional students, the teacher reports this to either the principal or person in charge, giving the names, the classroom numbers and the location. The principal or person in charge makes every effort to ensure that no student remains in the school.

Pre – Fire Drill Actions

1. **To be Exercise** In the school we do tabletop exercise before conducting actual mock drill to facilitategroup analysis of an emergency situation in an informal, stress-free environment.
   The Tabletop exercise is designed for examination of operational plans, problem identification, and in-depth problem solving.
   The tabletop exercise is essentially a group brainstorming session centered on a scenario narrative andproblem statements or message that are presented to members of the group.
2. **Fire Extinguishers/Fire-Fighting Equipment**
   All the firefighting equipment are checked properly and maintained in serviceable condition at regularinterval of time.
3. **Staff Fire-Fighting team/s** the school's Crisis Management Committee assigns duties to all the staff members including a group of staff who are trained to use the fire-fighting equipment/fire extinguishers.
4. **Sounding of the Alarm**
   All key staff members know how to operate the alarm and to sound it immediately when an outbreak of fire is discovered.
   The alarm is audible throughout the school.
   The signal for 'fire" is different from any other signal used in the school and is not used for any otherpurposes.
   If the electric warning system/ the fire alarm fails, a school bell and/or any other improvised gong isused.
5. **Evacuation routes** Every staff member is well acquainted with the evacuation routes of the class orclasses he/she teaches or from the room he/she is occupying.
   Office staff, laboratory staff and others are also familiar with the evacuation routes.
   Plans showing evacuating routes are well explained to pupils and are prominently displayed at severalstrategic points in the school.
6. **Record of Fire Drill** Written record of fire drills is maintained. These records indicate the total evacuation time taken in each drill. (Total evacuation time is the time taken for the last person to leavethe building from the time the fire alarm is initiated). The office staff records the time for the whole exercise.

Notices:

1. A thick white card approximately 20cm x 15cm will be clearly displayed next to the office telephonewith the following boldly printed instructions.
2. **IN CASE OF FIRE** -- DIAL 101/telephone No. of Local Fire Station/108 AND SAY: FIRE AT (keep calm, speak clearly) Our next nearest telephone or Fire Alarm is at -
3. **Evacuation of the premises** Upon detecting of a fire, the Principal/Vice Principal/Floor Monitor alerts to the sound of the alarm, the area on fire and its vicinity is evacuated immediately.
   When the alarm sounds, all occupants evacuate the premises immediately in a calm and orderly manner, making use of all available exits. If a specific staircase is cut off or rendered unusable by

smoke of fire, alternative staircases are used. Re-entry is forbidden until permitted by the person-in- charge. (Crisis Committee).

Students name list along with green and red indicator card is carried by all the teachers when leaving the premises for roll call. Pupils in each class are to lined up in a single file. All classes evacuate simultaneously with priority for access to staircase given to higher floors.

4. **Assembly Area** All occupants proceed to predetermined assembly area on open grounds away from the buildings e.g., car park, Open area in front of school.
5. **Roll Call** At the assembly area, a complete roll call (for both pupils and staff members) is carried out. Any pupil who cannot be accounted for is reported at once to the principal together with his/her last known whereabouts in the building.
6. **Checking the Building** Staff members who have no other specific duties to perform (Floor Monitors) are to check the evacuation of the building while the assembly and roll call are taking place.
7. **Fighting the Fire** Male staff are trained, mobilized and detailed to proceed to fight the fire from a safe distance with the available fire-fighting equipment and attempt to extinguish or control the fire without personal risk pending the arrival of the Civil Defense fire-fighters.
   (Pupils are not expected to take an active part in the fire-fighting operation)
8. **Testing of Installations and Equipment:** - During the drill, the real performance of all the available firefighting installations and equipment, viz. hose reel, wet riser, down comer, yard hydrant system, fire extinguishers, emergency lighting, automatic detection and alarm system, sprinkler system, smoke management system, fire doors, water tanks, fire pumps, etc. is tested for any deficiencies, if any is then recorded in the fire and emergency drill check list.

   It is the responsibility of the building management to rectify the deficiencies immediately to ensure fire and life safety.
9. Demonstrations It is ensured to conduct demonstrations at periodic intervals so that all the inmates are familiarized with the usage / working of fire extinguishers, hose reel, wet riser, fire alarm system (manual and automatic) and sprinkler system.

Frequency of Fire Drills

1. A fire drill involving both staff and pupils is held at least once in 3 months/two times in eachterm.
2. It is necessary to familiarize pupils with the correct procedures to evacuate from the buildingsin an orderly manner in the minimum time.

All Clear Signal

The person-in-charge i.e., Crisis Management in-charge must give the all-clear signal for re-entry to thebuilding.

28. ANTIBULLYING POLICY

Bullying is defined as unwanted negative behavior, verbal or cyber, psychological or emotional, racist by intimidating or demeaning others, or harassment conducted by an individual or group against another person(or persons) and which is repeated over time.

Bullying is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Students who are being bullied, may show changes in behavior, such as becoming shy and nervous, seen alone a lot, not very talkative, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in study patterns, lacking concentration or truanting from school. Appears anxious ordepressed with unexplained behavior changes, e.g., moody, bad-tempered, and tearful with unhappiness, loss of appetite, not sleeping, loss of weight. Money/possessions going missing, unexplained cuts and bruises.

Types of Bullying

The kinds of behaviors given below are considered bullying whether they take place on or off school premises,any school function or in a school bus.

- Physical aggression
- Intimidation and threatening based on the use of very aggressive body language
- Isolation/exclusion: This occurs where a certain person is deliberately isolated, excluded or ignoredby some or all of the class group.
- Cyber-bullying: It is bullying carried out through the use of information and communication technologies.
- Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates.
- Damage to property or extortion: Demands for money may be made, often accompanied by threats.

The Purpose of the Anti-bullying Policy:

- To ensure a safe and healthy learning environment in school.
- To ensure a positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity.
- To promote respectful relationships across the school community.
- To encourage students to disclose and discuss incidents of bullying behavior in a not threateningEnvironment.
- To make students feel confident that there is someone who will listen to their problem and providethem with suitable help.
- To reassure the students by offering continuous support and restoring self-esteem and confidenceamong them.

School Strategies and Procedures for Anti-Bullying:

- Offering an immediate opportunity to discuss the experience with any Adult Advocate close to the student.
- Counselling for both parties by the school Counsellor is an important part of our support service, providing skills of assessment and counselling. The counselor is available to give confidential

advice and counselling support to students who can refer themselves to her when they have social, emotional or behavioral concerns.

- The victim will be interviewed and asked to write an account of events. The alleged bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events and it will be made clear why their behavior was inappropriate and caused distress. They will be offered guidance on modifying their behavior. The incident should be recorded by the school counsellor in an individual file securely in a locked cabinet in her office.
- In any case where it has been determined that bullying behavior has occurred; the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).
- If the incident is serious and where the behavior is regarded as potentially abusive, the school must consult the Counselling Committee and agree on an appropriate response from the school disciplinary Chart.". The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- The school's anti-bullying policy ensures that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behavior.
- In relation to bullying in the school, the child protection procedures and policy must be taken into consideration.
- The School Counselor along with the Activity Coordinator must apply specific programs about anti-bullying. Such students may need counselling and/or opportunities to participate in activities designed to raise their self-esteem and feelings of self-worth, to develop their friendship and social skills and thereby build resilience whenever this is needed. Moreover, students who engage in bullying behavior may need counselling to help them learn other ways of meeting their needs without violating the rights of others. Such programs must be part of the school's intervention process.
- Consistent recording, investigation and follow up of bullying behavior, reporting bullying to the school Principal will be a valuable and readily accessible source of data in relation to bullying behavior in the school. Data gathered from these reports must be regularly (at least once in every school year) collated and analyzed with a view to monitoring levels of bullying behavior and identifying any particular issues that require attention or any significant trends in behavior.

It is the policy of Asia International School to attempt to resolve such issues internally under the school's own disciplinary procedures and child protection policies. Strict disciplinary action is taken against students resorting to bullying who will be suspended indefinitely from school related activities or may even lead to suspension or expulsion of the bully.

PSYCHOLOGICAL FIRST AID

Responding to a student in Crisis

Responding to a student in crisis such as natural disasters, death of a family member or a friend, bullying students and their families or school staff are clearly exposed to traumatic events. Schools must prepare to play a role in providing assistance. Psychological first aid for students/staff/parents is as important as medical aid.

As formulated by Pynoos and Nader (1988), psychological first aid is administered during and in the immediate aftermath of a crisis. The first objective is to help individuals deal with troubling psychological reactions.

First: Manage the situation: A student who is upset can produce a form of emotional contagion. To counterthis, staff must:

- Present a calm, reassuring demeanor.
- Clarify for classmates and others that the student is upset.
- State what can and will be done to help the student.

Second: Mobilize Support: The student needs support and guidance. Ways in which staff can help are to:

- Engage the student in a problem-solving dialogue.
- Normalize the reaction as much as feasible.
- Facilitate emotional expression (e.g., through use of empathy, warmth, and genuineness).
- Facilitate cognitive understanding by providing information.
- Facilitate personal action by the student (e.g., help the individual do something to reduce the emotionalupset and minimize threats to competence, self-determination, and relatedness).
- Encourage the student's buddies to provide social support.
- Contact the student's home to discuss what's wrong and what needs to be done.
- Refer the student to a specific counseling resource.

Third: Follow-up: Over the following days (sometimes longer), check on how things are progressing.

- Has the student gotten the necessary support and guidance?
- Does the student need help in connecting with a referral resource?
- Is the student feeling better? If not, what additional support is needed and how can we help make certain that the student receives it?

Quick Guide to Managing Crises Actions for Crises at School

Plans need to address a range of events and hazards caused by both nature and by people, such as:

- Natural disasters (earthquake, tornado, flood)
- Severe weather or storms
- Fires
- Chemical or hazardous material spills at the lab
- Bus crashes
- Medical emergencies such as injuries
- Student or staff deaths (suicide, homicide, unintentional or natural)
- Acts of terror or war or violence
- Outbreaks of disease or infections such as “corona disease”

The Sequence of Crisis Management

- Prevention addresses what schools and districts can do to reduce or eliminate risk to life and property.
- Preparedness focuses on the process of planning for the worst-case scenario.
- Response is devoted to the steps to take during a crisis.
- Recovery deals with how to restore the learning and teaching environment after a crisis.

1. Accidents at School: For Minor and Major Accidents at School: On the playground, in the building or classroom, in physical education. Have students taken to clinic for assistance by a responsible person (the school nurse).

2. Allergic Reaction: Possible Symptoms: General feeling of impending doom or fright, weakness, sweating, sneezing, shortness of breath, nasal itching, hives, vomiting, cough, restlessness, shock, hoarseness, swollen tongue, severe localized swelling.

First Actions:

- Assess situation, remain calm, and make student/employee comfortable.
- Only move for safety reason.
- Send for immediate help and medication kit (in cases of known allergies).
- Follow medical protocol for student, if on file.
- Observe for respiratory difficulty and, if needed.

Call rescue squad Telephone number:

- Civil Defense (998)
- Saudi Police Assistance (999)
- Ambulance, Red crescent (997)
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate. Apply ice pack, keep warm.

Preventative/Supportive Actions:

- Encourage parents and guardians to list health situations on emergency card for their child.
- Encourage employees having health situations affecting them to alert the school nurse and workassociates of any difficulties and possible remedial actions.

3. How to deal with an angry parent:

Strategies may be adapted to use with angry employees and patrons:

- Be courteous and confident
- Remain calm
- Do not touch
- Keep at a reasonable distance
- Listen
- Allow the opportunity to vent

- Meet in a neutral, protected location
- Leave door open or have another staff member join you
- Avoid blame - focus on what can be done
- Ask:
    - "How can I help you get the services you/your child needs?"
    - "How can we work together?"
    - "What kinds of support can we put in place to help your child succeed?"

Bus Accident:

Goals:

- Safety
- Mobilization
- Containment
- Assessment and follow-up
- Effective communication

Prevention:

Have a clear operation plan and be familiar with that plan. Maintain a bus accident folder including a list ofeach bus number, names and emergency telephone numbers of all occupants.

Intervention:

In the event that a bus accident occurs and the school has been contacted for assistance, the Principal ordesignee determines and coordinates the appropriate responses. Interventions may include:

- **At the Scene**
    - Provide emotional support.
    - Be available and attend to the injured, as directed by emergency medical personnel.
    - Be available and attend to the uninjured and account for all.

- **At the School**
    - Provide emotional support and coordination to attend to the affected students.
    - Provide information to faculty.
    - Contact parents of students involved.
- **At the Hospital**
    - Provide emotional support for the injured and their families. Follow-up:
        - Send letter to parents.
        - Assess the response and arrange for a follow-up. (Crisis Team 4)

Chemical Spill:

Inside the building

- Evacuate the area immediately.
- Check the Material Safety Data Sheet (MSDS)* to determine the urgency of the situation.

- Notify the building Principal/Supervisor/Director as soon as possible.
- The building Principal/Supervisor/Director will call the fire department if deemed necessary forconsultation.
- Notify the Managing Director, Department of Facilities, Lab file, Principal's office.

4. Child napping/Lost Child:

Specifics:

- Immediately after it has been determined that a child has been lost/taken, call the Principal's office to report the incident.
- Contact the Police.
- Contact the parents of the child involved. Establish a communication plan with them, if necessary.
- Identify a team to work on the crisis. Designate personnel to deal with phone communications,etc., and other administrative staff to assist as appropriate if the incident occurs during the school day, classroom routine should be maintained.
- Pull the school picture of the child and obtain a full description of the child (including clothing) to assist the police.
- Conduct immediate search of school building and grounds.
- When a child is found, contact the Principal's Office, notify teacher and fill out the Crisis Team Report Section - Quick Guide to Managing Crises.
- Prepare a memo to staff outlining the situation. Give factual information as appropriate to allow them to respond to students' questions knowledgeably. Prepare an appropriate memo toparents.
- If appropriate, arrange for counseling assistance for students and staff.
- Call for an emergency staff meeting. Preventative activities which may help avoid childnapping situations are as follows:
- The school secretary should have at her desk a list of students who are not to be released toanyone except a particular parent or guardian.
- Pick up cards of such students should be shown to the receptionist or secretary.
- Before releasing a child to anyone except the parent or guardian on the list, the school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
- When the parent calls on the telephone to request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder.

5. Death of a Student or Staff Member:

- Notify the Principal.
- Contact Crisis Team members and have a team meeting as soon as possible.
- Prepare a fact sheet giving accurate, up-to-date information.

- Hold a faculty meeting as soon as possible. Review the procedures for the day, availability of support services, and referral process for at-risk students.
- Contact family of the deceased. Preferably an administrator and Crisis Team member shouldvisit the family at their home and offer assistance.
- Hold a faculty meeting at the end of the day to review the day's events.
- Notify all staff members by written memo to be alert for students who show signs of emotional distress, to reach the guidance counselor.

6. Violence Between Two or More Students: (Physical Fighting) Goals:

- Safety
- Effective communication
- Mobilization
- Containment
- Assessment and follow-up

Prevention: Have a clear operation plan and be familiar with that plan. Be alert to patterns of stress and agitation in students. Be familiar with information provided regarding managing a potentially dangerous person.

Intervention: Intervening and managing physical altercations and/or fights require making a judgment call. There may be several goals at one time and individual circumstances will determine the priorities of your interventions.

Interventions may include:

- Disperse the crowd and ensure the safety of the students.
- Call for help and assistance in managing the incident.
- Focus on diffusing the fight.
- Attend to medical needs.
- Be knowledgeable about intervening with individuals who are dangerous.

7. Fire:

- Checklist
- Sound alarm; evacuate building.
- Determine if there are any serious injuries.

Arrange transportation for dismissal:

- Determine building status for return to classes.

Follow-up activities:

- Call emergency staff meeting

Specifics:

A. Sound alarm. Evacuate building if serious threat of danger. Prior arrangements should be madefor the evacuation of any students or staff members requiring assistance.
B. If there are injuries, notify necessary rescue personnel. Provide first aid through school personnel, such as school nurse, nurse's aide.
C. Call the Civil Defense Office and notify of incident and actions taken.
D. In all probability, school will have to be dismissed and arrangements for transportation must be made. Students and staff must be informed. Make announcements to students and staff whohave evacuated the building.
E. If the building is damaged, several different steps may have to be taken. Severe damage may necessitate another location for classes which will have to be scheduled through the Principal's Office.
F. Prepare written memo for staff to advise about the follow-up procedures. Send letter to the parents
G. Call emergency staff meeting for follow up.

8. **Severe Weather:**

Severe weather watch: Forecast of severe weather in area; normal activities continue; no school wide announcement; principal or designee monitor the situation.
Severe weather warning: Severe and dangerous weather situation approaching. Be prepared.

Intervention:

- Principal alerts staff of impending situation. Call emergency numbers as needed.
- Evacuate classrooms according to plan; provide for handicapped.
- Move students quickly and quietly to designated area, or interior hallways on basement or first floor. Avoid windows, auditoriums, gyms, and any wide span or overhead structure. Sit in fetal position with face and head protected.
- Get word to all students and staff who are outside or who are in out-lying buildings.
- Check for and provide care for injured.
- Secure tool box. (Designated duty)
- Account for all students/staff/others.
- Determine status for safe return to classes or dismissal.

What are the Roles of the Counselor in dealing with School Crises?

1. **Assessing the Situation:**

The first element of crisis counseling involves assessing the students'/teachers' current situation. This involves listening to them, asking questions and determining what the individual needs to effectively cope with the crisis. During this time, the crisis counseling provider (School Counselor) needs to define the problem while at the same time acting as a source of empathy, acceptance and support. It is also essential to ensure client safety, both physically and psychologically.

2. **Education:**
People who are experiencing a crisis need information about their current condition and the steps they can take to minimize the damage. During crisis counseling, counselors often help the students and teachers understand that their reactions are normal, but temporary. While the situation may seem both dire and endless to the person experiencing the crisis, the goal is to help them see that he or she will eventually return to normal functioning.

3. **Offering Support:**
One of the most important elements of crisis counseling involves offering support, stabilization and resources. Active listening is critical, as well as offering unconditional acceptance and reassurance. Offering this kind of nonjudgmental support during a crisis can help reduce stress and improve coping. During the crisis, it can be very beneficial for individuals to develop a brief dependency on supportive people. Unlike unhealthy dependencies, these relationships help the individual become stronger and more independent.

4. **Developing Coping Skills:**
In addition to providing support, counselors also help students and staff members develop coping skills to deal with the immediate crisis. This might involve helping them explore different solutions to the problem, practicing stress reduction techniques and encouraging positive thinking. This process is not just about teaching these skills to them, it is also about encouraging them to make a commitment to continue utilizing these skills in the future.

29. MOBILE PHONE USAGE POLICY FOR STUDENTS

The following rules apply for the use of personal mobile phones:
Students:

- Children are not permitted to bring mobile phones to school.
- They may be allowed to bring a tab or laptop as per the teacher's discretion for use in classroom.
- Random checking for mobile phones and other electronic gadgets is carried out.
- Parents are informed if students fail to follow the school rules and repeat the act of brining the mobilephones to school.
- If the student repeats the act the second time, a written warning is issued.
- In the event that a student is caught possessing the mobile the third time the phone is confiscated bythe school Principal.

Teachers

The school accepts that employees bring their mobile phones to work.

- Teachers should ensure that mobile phones are on silent at all times while on school premises.
- They should be kept in a locker or bag and not be taken to the class.
- As a general rule, employees are not permitted to make/receive calls/texts or play games on the mobilephones while in classroom.
- In the event that an employee has a particular reason for a specified period of time, they may do so intheir free period.

- Staff is not, at any time, permitted to use recording equipment on their mobile phones to take photographs or videos of children.
- Mobile phones are not to be used in a space where children are present (e.g., Classroom, playground).

30. COMMUNICATION POLICY

Asia International School recognizes the importance of effective communication. AIS strongly supports communication among the administration, staff, parents and students. School focuses on building a positive parent school relationship by using multiple communication modes and strategies.

Communication Methods Adopted:

- Face to face meetings
- Annual assemblies and other special occasions
- Academic calendar
- School magazine
- Circulars
- Open door policy
- Email
- Diaries/ student handbook
- Informal meetings between staff
- Parent /teacher meetings
- Phone calls
- School website
- Pioneer
- SMS alert system
- WhatsApp group communications
- Morning assemblies
- School bulletin boards.

31. PARENT-TEACHER RELATIONSHIP POLICY

A parent and teacher relationship is an unwritten agreement between the two, towards a common goal i.e. is the achievement of students. Parental involvement in a student's education is of great significance for academic achievement and personality development of the student. The school benefits from the honest feedback from parents and together they can strive towards their common goal, student progress.

Advantages of a parent/teacher relationship

- Improved student performance
- Improved attendance, reduction in incidents of truancy
- Improved student behavior
- Fewer campus conflicts

- Improved communication between parent and teachers
- Better understanding of any problem, the student encounters
- Schools benefit from enhanced participation and achievement level of students
- Better image for the school

Asia International School stresses greatly on the importance of the involvement of parents in their students' learning activities. Clear and open channels of communication are maintained. Parents' suggestions are takeninto consideration when they are in the general interest of the school and students.

A few methods of Parent /Teacher contact are:

- circulars
- student diaries / handbook
- Pioneer (it should be activated)
- telephone calls
- informal meetings
- WhatsApp or SMS alert system
- Parent teacher meeting special occasions such as annual day, award ceremonies etc. When parents are invited.
- Email

Parents' involvement in school activities:

- Attending all school events
- Giving constructive feed back to school that can bring about policy changes
- Volunteering in school events
- Serving as a member of parent advisory committee
- Offering training services to staff and students related to first aid, fire safety, cpr etc.
- Professionals supporting the school's career guidance and counseling program by organizing visitsto universities, factories etc.

32. LIBRARY POLICY

Purpose: Asia International School Library Policy is a means to implementing the purpose of the school's general program, and to clarify for the librarian and academic community the procedures used for collection,development and evaluation.

Library Objectives

- To develop collections of materials that support, enrich and satisfy the curricular needs of Asia International School.
- To encourage use of the library and its facilities by staff and students.
- To aid and instruct students, faculty and staff in the use of the library and to provide bibliographicguides to the contents of the collection.
- To investigate the changing educational needs and to provide access to information, programs andservices.

- To provide fiction, reference and research resources by printed and electronic modes. Criteria AsiaInternational School library has adopted the following criteria for materials selection:
    - Materials shall meet high standards of quality in factual content, timelessness and presentation.
    - Materials shall be appropriate for the subject area and for the emotional development, ability level, and social development of the students for whom the materials are selected.
    - Materials are selected by using selection tools, recommendations from administrators, faculty, staff and students. Cataloguing Special arrangements are made to catalogue library materials (book or non- book). When a book is pulled for correction and/or repair, all necessary work should be done as soon as possible. Likewise, when corrections are made, the records must correspond with the changes to the book. Both procedures must be done at the earliest convenience.

Procedures for Processing Library Materials

- Stamp top, bottom and side edges of each book with the school ownership stamp.
- Books with dust jackets are covered to protect the covering.
- To borrow books, one must be a registered school staff or student.
- Lower Grades may not checkout any book. They may use the library period to read books.
- Higher Grades may checkout one book for a period of one week.
- Reference materials are to be used by students in the library media center.
- Teachers may borrow reference materials for use in the classroom when necessary. Over Duesand Fines Overdue slips and fine notices will be printed out and distributed to students at school.
- To help students learn to be responsible, no new loans will be permitted until overdue materialsare returned.
- Lost and Damaged Books If a book is lost or damaged, the book must be paid for before additional books can be checked out. Payment for a lost book is reimbursed, should the book be found and returned in good condition.
- Debts remaining at the end of the school year may be turned in to the office and become a partof the student's permanent file.
- Any items checked out at the time a student withdraws from school must be returned and paidfor upon withdrawal.

Behaviors Prohibited in the Library

- disturbing the peace including loud conversations or any behavior that willfully disrupts the orderlyoperation of the library
- disruptive use of cell phones
- eating or drinking
- running in the library
- sitting on the floor or in the aisles
- sitting on tables or counters or putting feet on the furniture
- destroying, defacing or illegally removing library materials or property

- In Addition: All backpacks must be placed outside the library.
- Be watchful of personal possessions. School is not responsible for lost, damaged, or stolen personalpossessions

33. LABORATORY POLICY

The information presented herein is intended for all students and staff working within the equipment-relatedlaboratories of Asia International School. To help maintain a safe and healthy workplace for all staff and visitors, all individuals are asked to read this policy.

Objectives: It is the policy of Asia International School that the Laboratory should be used with proper regardfor health and safety. In particular, to:

- increase safety awareness
- minimize injuries and accidents in lab
- make learners and users of the lab responsible for their own and others health and safety
- ensure secure and safe use of equipment and facilities

Responsibilities: Remember that you are responsible for:

- Own health and safety.
- The health and safety of those around you.
- Understanding and complying with all laboratory policies.
- The security and the safe use of equipment and facilities that you have been authorized to use.
- An outline of the general aims and content for chemistry, physics and biology, including suggestedpractical experiments and demonstrations.
- The laboratory must be left safe, and chemicals returned. All gas taps should be completely turned off.

Equipment's Available

The laboratories are well equipped as per the curriculum (CAIE) requirements.

Chemistry laboratory Digital balances, chemicals and reagents for titrations and salt analysis, Bunsenburners, Eye wash, shower, fume box, first aid and various glassware for experiments.

Biology laboratory Light microscopes, specimen slides from Cambridge to be observed by students for plandiagrams, refrigerator for enzyme and plant storage.

Physics laboratory Meter rulers, voltmeter, Vernier calipers, rheostat, magnets and simple pendulum, fordifferent experiments.

Access to the Lab Equipment

In order to manage risks, it is necessary to limit access to equipment, laboratories, and storage facilities. The following general policies apply to ALL equipment-related laboratories within the school.

- Students must have hazards and control measures explained by the faculty.
- Access to lab is permitted only during scheduled hours.
- Prior permission to be sort before use for outside scheduled hours.
- All learners are permitted to enter the lab only in the presence of faculty.

Frequent visitors to the Lab

The Lab is most frequently used by the students of Grade 8 to 12, IGCSE and AS & A- Level students who opt for the Science subjects like Physics, Chemistry and Biology practice regularly. All grade students are allowed to visit the lab with teacher's assistance.

Safety Measures and Instructions

- Conduct yourself in a responsible manner at all times in the laboratory.
- Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ASK YOUR TEACHER BEFORE PROCEEDING WITH THE ACTIVITY.
- Never work alone in the laboratory. No student may work in the Science Laboratory without thepresence of the teacher.
- Do not touch any equipment, chemicals, or other materials in the laboratory area until you areinstructed to do so.
- Perform only those experiments authorized by your teacher. Carefully follow all instructions, bothwritten and oral. Unauthorized experiments are not allowed.
- Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware ascontainers for food or beverages.
- Be prepared for your work in the laboratory. Read all procedures thoroughly before entering thelaboratory.
- Always work in a well-ventilated area.
- Be alert and proceed with caution at all times in the laboratory. Notify the teacher immediately of anyunsafe conditions you observe.
- Dispose of all chemical waste properly. Never mix chemicals in sink drains. Sinks are to be used onlyfor water. Check with your teacher for disposal of chemicals and solutions.
- Keep hands away from face, eyes, mouth, and body while using chemicals or lab equipment. Washyour hands with soap and water after performing all experiments.
- Do not wander around the room, distract other students, startle other students or interfere with thelaboratory experiments of others.
- Know the locations and operating procedures of all safety equipment including: first aid kit(s), and fire extinguisher. Know where the fire alarm and the exits are located.
- Know what to do if there is a fire drill during a laboratory period; containers must be closed, and anyelectrical equipment turned off.
- Dress properly during a laboratory activity.
- A lab coat or smock should be worn during laboratory experiments.
- Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the teacher immediately, nomatter how trivial it seems. Do not panic.
- If a chemical should splash in your eye(s) or on your skin, immediately flush with running water forat least 20 minutes. Immediately inform the teacher.

34. IT FACILITY

The school recognizes the key role that Information Technology (IT) plays in teaching learning and it is committed to ensuring that both staff and students have access to the necessary facilities and support. The school's IT systems, including access to the internet, are provided for students to pursue their studies and for staff to carry out their work. All of the policies pertaining to Information Technology use apply to the studentlaboratory.

In addition, the following policies apply:

- Use of Asia International School's Student Lab facilities is limited to current students, faculty, andstaff. Use by other persons is strictly prohibited.
- Academic work by students takes precedence over all other uses of the computers. The primary function of these resources is for work-related academics. All other uses are considered secondary.
- Files are to be saved to the user's own media and not to the hard drive. It is the user's responsibility toprovide his/her own media. Files saved on the hard drive will be deleted without notice.
- Lab software that is copyrighted may not be copied. Students may not install any software program or utility on the lab computers without written permission of the Information Technology Department.
- Only software that is properly licensed will be loaded on the lab computers.
- Students may not remove any icons or programs from the lab computers, nor may they alter anyprograms.
- AIS Information Technology Department assumes no responsibility for lost or corrupted data on anyPC.
- Students should limit their time on the computers to class duration unless there are no other userswaiting.
- No food or drinks are allowed in the computer lab.
- If a technical problem occurs with either the hardware or software, contact the Information Technology instructor or the Head of the Department.
- The lab will be open during posted hours only. Security concerns must be honored, so users are askednot to stay beyond the posted time.
- Respect others' intellectual property.
- Avoid activities which may lead to criminal liability, including use of pornographic material.
- Avoid keeping of others personal data unless registered.
- Do not produce or pass on any material which could be considered defamatory
- Understand that the school will impose severe penalties, up to expulsion or dismissal or even referralto the police, in order to protect the interests of IT users and to safeguard the reputation of the school.

Penalties: Failure to observe this policy will be considered a serious matter by the school and may result in the users right to access the IT facilities being withdrawn. The terms and conditions of employment for staffand the disciplinary regulations for students provide for disciplinary action on the

grounds of various forms of cyber misconduct.

Damaged computers: If any computer is damaged it should be repaired according to weekly lab maintenance schedule.

35. MAINTAINENCE

The school strives to ensure a safe, hygienic and healthy environment for all stakeholders to work effectivelywith the aim of enhancing school and learner achievement. The school leadership monitors, directs and coordinates the operations and activities in the physical environment of the school which includes but is not limited to building, laboratories, and grounds maintenance, equipment maintenance, facilities safety and security, environment compliance etc.

Procedure:

- The school ensures installing, maintaining and monitoring all fire safety and security systems incompliance with applicable life safety and building regulations.
- It maintains a clean and hygienic environment free of pests and unhealthy conditions. Conductssecurity checks and maintenance of all utility systems and equipment in the facility.
- Completes and maintains logs, reports and records meticulously.
- It procures all material resources to meet the safety and health requirements.
- Identifies and records utilities and equipment, monitors break downs, equipment maintenance repairs,replacements etc.
- School Services Supervisor coordinates procurement of resources and monitors the maintenance offacilities, utilities and equipment.
- Housekeeping Supervisor coordinates and ensures a clean and hygienic environment. Maintenance isof three main types.
- Essential Maintenance is the kind of work that is recurrent and necessary to keep systems operational, safe and as required by organizational and statutory regulations.

The following are the essential maintenance type:

- Fire safety equipment
- Air conditioners
- Photocopiers
- Smart boards and projectors
- Computers
- School equipment that facilitates learning such as technology related and science laboratory relatedequipment
- Electrical equipment such as water coolers, refrigerators and other equipment
- Hazardous material management
- Cleaning of the premises
- Pest control

Planned Maintenance is the work that is identified by inspection and undertaken to maintain the fabric of thepremises.

Such work includes:

- Painting the premises annually or as when required
- Replacing old furniture
- Annual cleaning
- Gutter cleaning
- School sign boards

Unanticipated Maintenance is the work that is unforeseen due to break down or accident.

This type includes:

- Blocked drains from sewerage
- Electrical and chemical hazards
- Leaking taps, toilets etc.

36. PHOTOCOPYING

Photocopying personnel shall ensure timely and steady supply of photocopied material for smooth anduninterrupted operation of school activities.

The person in-charge of photocopying shall

- Photocopy all material such as work sheets, tests, quizzes, circulars etc. which is approved and signedby their appropriate authority.
- Request order for paper, toner or maintenance services.
- Ensure no unauthorized person operates the machine.
- Accept only material which is submitted well in advance of the due date.
- Inform all concerned that requests for large amounts of photocopying be made at least one week prior to the due date.
- Refuse to photocopy any unapproved material or material that is not submitted on time.