

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."

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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. 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 that was inculcated in 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 the 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 leadership hierarchy.
- 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 and to 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 and excelling 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 student and community service.
- Community Service: Promoting voluntary work and community service and interaction with its needs and 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 utmost need 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 of a 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 school affairs 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.



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. ADMISSION POLICY

Admission is open to all Non-Saudi Nationals having a valid residence status in Saudi Arabia and on the basis of producing an original leaving certificate from the school last attended duly attested by the district education officer of the respective embassy, after qualifying prescribed admission test of the school.

- Admissions for the new academic year shall be granted at least one month from the start of a new academic year. Under the special circumstances, even after the expiry of this period the principal, however, may grant the admission subjected to the approval of the School's Management Committee.
- Application for admission should be made by the parents/guardians on a prescribed form, which can be obtained from the school's office.
- The parent/guardian must provide the Birth Certificate to verify the age limit of the candidate.

Age limit for the acceptance of students and Entrance Test

- For admission in **Prep** the candidate should be at least three years old on or before the first day of the academic year of the school.
- For admission to **KG-I** the candidate should be at least four years old on or before the first day of the academic year of the school.
- For admission to **KG-II** the candidate should be at least five years old on or before the first day of the academic year of the school.
- No test will be conducted for admission in Prep, KG-I, or KGII.
- For admission in **Grade - I** the candidate should be at least six years old on or before the first day of the academic year of the school. The exact dates will be provided by the Ministry of Education.
- **Grade I to VIII**_candidates should appear for the entrance test which will cover English, Mathematics, and General Science.
- **Grade IX to XII** the candidates should appear for the entrance test that will be conducted for all the subjects based on the syllabus of the preceding class or the preceding term.

Required Documents

- A copy of the birth certificate, copy of Iqama & Passport (candidate and Parent), and a letter from the sponsor/ Company, to verify the nature of the job of the parent, must be submitted along with the filled-in admission form.
- Students coming from other recognized schools should also submit the original Transfer Certificate issued by the previous school along with the school's result card of passing the final exam of the previous class or the previous term, and a copy of Ministry approval from the previous school.
- An entrance test will be conducted for students coming in the Mid-Term and failing to submit the result card of the First Term Examination. No admission will be allowed in the Final Term unless or until approved by the Management Committee in special circumstances only.
- All the required documents should be provided along with the admission form, otherwise, the school authorities have the right to reject the form or keep pending the admission till all the required documents are provided.

- In case the number of applicants for the admission is more than the number of available seats in a particular class, then priority will be given to those applicants whose brothers/sisters are already enrolled in the school.

Mode of Payment

The parents/guardians shall follow the following mode of payment for the tuition fee of the school. In case of any change in the schedule, it shall be notified to all the parents accordingly.

- Once the candidate is qualified for admission, the Registration fee should be submitted with the admission form and documents. This amount is Non-refundable.
- All the fees are to be paid in cash.
- In case of the full year fee payment in advance, a 10% discount will be given on Cash Payments.
- In the case of Siblings, the First child will not get any concession in school fees. 10% discount will be given from the second child onwards, for tuition fees only.
- Regular monthly school Fees should be paid within the first ten days of every month.
- Textbooks and workbooks amount should be paid in advance in the first week of the academic year.
- Transportation fees can be charged according to the mode of transportation availed by the students. (Not included in tuition fees)
- Any Other charges (Field trips etc.) are not included in the school fees.
- For the Kinder Garten section, Stationary charges are included in Books Fees.
- If the due date happens to be a holiday, the fee will be collected without a late fee penalty on the next working day.
- Students joining the school in the middle of any term shall have to pay the full fee for that term.
- Long absentees shall have to pay the fee for all the terms in which they were absent. Otherwise, they must take T.C. after settling down all their dues and thereafter seek admission as a new student.
- If a parent/guardian has one child in a higher class and the other child in a lower class, then the tuition fee for the first child will be considered higher and for the other child it will be lower.
- In accordance with Saudi policies, the school reserves the right to deny and cancel the admission of any student, if the relevant papers of the student are not complete and valid.

2. ACADEMIC PROGRAM

AIS follows an elaborate curriculum keeping the IGCSE as the standardized form incorporated with KSA MOE mandatory requirements. This intricate curriculum is designed for all core subjects such as English, Math, and Science along with compulsory subjects' Arabic, Islamic studies/Deen, and Saudi Arabian Culture. The school provides students of High school and higher secondary an option to make choice between Science and Humanities. The co-curricular activities and other school-approved educational experiences justify and meet these requirements as per the country's permissibility. AIS beliefs, expectations for student learning, and instructional practices are formulated according to this curriculum. AIS management, staff, and parent communities are deeply linked to fulfilling this commitment toward our student community in terms of better quality. Diverse ethnicities of the AIS student population with their varied academic requirements in their own native countries and overseas are foreseen while the curriculum is executed and reviewed in accordance with their proficiency level to be increased.

KINDERGARTEN

This is the age when children enter the real world of learning. Social skills, psychomotor skills, and cognitive skills are developed through both structured and unstructured activities. The major focus of this level is the development of reading, writing and listening skills. General goals here focus on improving pre-reading skills, letter formation, listening, and communication skills that are developed in kindergarten. Positive relationships between children and teachers, between families, and school are built.

The content of the curriculum is designed for development and learning in these areas that include cognitive, social and emotional, physical, language, creative expression, and the disciplines of mathematics, science, and languages. AIS curriculum is strengthened by indoor and outdoor activities like organizing educational field trips, having a planting day, healthy food week, fruit salad day, color day, sports day, talent hunt, library week etc.

PRIMARY LEVEL

The primary level consists of Grade 1 to Grade 7 for the age group 6 to 12 years. The core subjects offered at this level are English, Mathematics, Science, Social Studies and Arabic. Cambridge International Primary Program includes the following subjects:

- English
- Mathematics
- Science

Ministry of Education, Saudi Arabia program includes the following subjects:

- Arabic
- Islamic Studies
- Saudi Arabian Culture

The other subjects offered at this level are

- Social Studies
- Computer Studies
- Physical Education
- Arabic as a Foreign Language
- Urdu

An interdisciplinary approach (Homeroom Teaching) is practiced with a single teacher conducting all of the subjects except Arabic, Urdu, Islamic Studies, and Saudi Arabian Culture in grades 1 and 2.

CAMBRIDGE ASSESMENT INTERNATIONAL EXAMINATION

Cambridge Assessment International Examination (CAIE) prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. CAIE is a part of Cambridge Assessment, a department of the University of Cambridge. CAIE qualifications are recognized by the world's best universities and employers, giving students a wide range of options in their education and career. Cambridge devotes its resources to delivering high-quality educational programs that can unlock learners' potential. CAIE programs and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigor, and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next and are well supported by teaching and learning resources.

AIS as a Cambridge associate school

AIS is affiliated with Cambridge as a Cambridge associate school to deliver the programs and qualifications offered by cie. We are part of a global community of schools working to prepare learners for success in our changing world. Working directly with a Cambridge associate, AIS has access to a wide range of resources and support materials for a variety of IGCSE & A-level subjects. All subjects are taught by our highly qualified and well-experienced teachers.

Applying for IGCSE & GCE A-Level

AIS follows the University of Cambridge Local Examination Syndicate (UCLES) for its course structure. Students may opt for IGCSE subjects in grade-8 and the IGCSE syllabus is taught from grades 8-10. AS & A-Level syllabus is completed in grade11 & 12.

IGCSE SUBJECTSFOR GRADE-8,9,10	GCE AS & A-LEVEL SUBJECTS FOR GRADE 11 & 12
• Accounting • Arabic As First Language • Arabic As Second Language • Biology • Chemistry • English As Second Language • Information Communication Technology (ICT) • Islamyat • Mathematics • Physics • Urdu As Second Language	• Applied Information Communication Technology (AICT) • Accounting • Biology • Chemistry • Mathematics • Physics

Examination Sessions for IGCSE & A-Level qualifications

Candidates' Selection Procedure for IGCSE

Students can select subjects according to their requirements for further studies in college/university. However, students must complete the required number of Compulsory subjects for the school Report card along with IGCSE subjects.

Students elect IGCSE subjects in Grade-8, Most of the IGCSE Syllabus is taught in Grade-8 & 9 including past-papers practice, IGCSE syllabus is completed in Grade-10, along with the comprehensive revision of the full syllabus and practice past-paper. Grade-10 students scoring 75% and above marks in first term exams are selected to register for the IGCSE June session. Mock Exams are held at the end of March to prepare students for CIE Board Exams as well as considered as Final exams for Grade-10,

Candidates' Selection Procedure for GCE-AS/A2/AL
Candidates opt for GCE A-Level subjects in Grade-11.
GCE-AS Syllabus is taught in Grade-11 & GCE-A2 syllabus in Grade-12.
Students scoring 75% marks in first term exams are considered eligible to register for the June session, and scoring below 75% may be given the option to appear in November session. GCE-AS marks carry forward in A2 to complete A-level.

CAIE Registration: Entry Requirements and Procedures
Asia International School in collaboration with British Council Examination Services registers the candidates for May-June and Oct-November Examination sessions. Students who have opted for IGCSE, AS & A-Level subjects can proceed with registration. The following is a step-by-step exams process guide to complete the registration procedure.

1. Registration Forms & related information to the candidates; are available at the AIS admin office.
2. Registration: The candidate Completes the registration form, provides the required documents, and submits the registration fee at the AIS accounts office.
3. Registration Confirmation: School verifies the registration details & sends to British Council.
4. British Council Sends Statement of Entry (SOE): British Council finalizes the Statement of Entry & Exam Venue details. Students can collect their SOE from the school admin office.
5. Oral & Practical Exams will be held in Mar/April for June Session & in October for Oct/Nov session. Students may see the Statement of Entry for further details.
6. Written Exams take place as per the timetable; the Candidate must bring the SOE & Valid Passport to the Examination Venue & report at least 30-minutes before the exam (Exam Venue details will be provided by the school)
7. Result School will provide the Login details to the candidates to check results. Certificates are released in November Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognizing the achievements of learners who pass examinations in at least seven Cambridge IGCSE subjects from five different subject groups, including two different languages. The Cambridge IGCSE subjects are grouped into five curriculum areas:

Group I: Languages
Group II: Humanities and Social Sciences
Group III: Sciences
Group IV: Mathematics
Group V: Professional and Creative
Learners must take 7-Subjects from these groups

2- Different languages from Group I (2)
1-subject from each of Groups II, III, IV and V. (4)
1-subject can be taken from any of the five subject groups. (1)

Group-1: Languages
English as a Second Language (ESL) (0510)
First Language Arabic (0508)
Arabic as A Second Language (0544)
Urdu as a Second Language (3284)

Group-2: Humanities & Social Sciences
Economics (0455)
Islamiyat (0493)

Group 3: Sciences
Physics (0625)
Chemistry (0620)
Biology (0610)

Group 4: Mathematics
Mathematics (0580)

Group-5: Creative, Technical & Vocational
Accounting (0452)
Business Studies (0450)
Information & Communication Technology (ICT-0417)

Students may take these 7-subjects over two consecutive examination sessions. Candidates who meet the requirements of Cambridge ICE will be awarded the following Result status on ICE Certificate.

ACADEMIC DEPARTMENTS & COURSES
AIS follows the British Curriculum for Kinder Garten to Grade-12. AIS curriculum is guided by Cambridge for the International General Certificate of Secondary Education (IGCSE) program and A-Level Program.

Cambridge IGCSE is an international curriculum that develops students' skills in creative thinking, inquiry, and problem solving, and gives them excellent preparation for the next stage in their education. Each subject is certificated separately. The Cambridge IGCSE incorporates the best in international

education for students at this level, developing in line with changing needs, and is regularly updated and extended. IGCSE has wide recognition from higher education institutions.

ENGLISH

Cambridge IGCSE English as a Second Language is designed for students who already have a working knowledge of the language and who want to consolidate their understanding to progress in their academic or professional careers. The qualification reflects the widespread use of English in education and commerce, and in entertainment. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

Well-written passages of prose and poetry from a wide variety of authors with set of questions which require thought on students' part are being taught. The essential points of grammar are covered with constant revision throughout, particular attention given to common grammatical and spelling errors with increased vocabulary and facility to use language.

SCIENCE

The IGCSE Science syllabus enables students to better understand the technological world in which they live and take an informed interest in science and scientific developments. Students learn about the basic principles of Chemistry, Physics & Biology with an emphasis on human biology through a mix of theoretical and practical studies. Students also develop an understanding of the scientific skills essential for further study at A-Level, skills which are useful in everyday life. As they progress, students learn how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities, and the environment.

MATH

An essential subject for all students, IGCSE Mathematics is a fully examined course that encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The syllabus aims to build students' confidence by helping them develop a feel for numbers, patterns, and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Students also learn how to communicate and reason using mathematical concepts.

ACCOUNTING

The Cambridge IGCSE Accounting syllabus introduces learners to the theory and concepts of accounting and the ways in which accounting is used in a variety of modern economic and business contexts. Learners focus on the skills of recording, reporting, presenting and interpreting financial information and build an ideal foundation both for further study and for a future career within the profession.

BUSINESS STUDIES

The Cambridge IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organizations are established, financed, and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Learners not only study business concepts and techniques but also enhance related skills such as numeracy and inquiry. The syllabus provides both a foundation for further study and ideal preparation for the world of work.

ECONOMICS

The Cambridge IGCSE Economics syllabus will develop an understanding of economic terminology and principles and of basic economic theory. Learners will study the economics of developed and developing nations and how these interrelate. They will also learn to handle simple data and undertake economic analysis, evaluate information, and discriminate between facts and value judgments in economic issues. The syllabus encourages a better understanding of the world in which students live and helps them play an active part in the decision-making process, whether as consumers, producers, or citizens of the local, national and international community.

COMPUTER APPLICATIONS

The Information Communication Technology syllabus combines theoretical and practical studies focusing on the ability to use common software applications, including word processors, spreadsheets, databases, interactive presentation software, e-mail, web browsers, and website design. Students will develop a greater awareness of how applications are used in the workplace and consider the impact of new technologies on methods of working and on social, economic, ethical, and moral issues. The skills learned will be useful to them in their work across the curriculum and will prepare them for future employment. Assessment of the practical tests is hardware and software independent. Any hardware platform, operating system, and application package can be used, providing that students have the opportunity to demonstrate the full range of skills in the syllabus.

ISLAMIC STUDIES

This syllabus enables students to learn about and understand the importance of the major beliefs of Islam, and of the early history of the Islamic community. As a result, students develop their knowledge and understanding of the main elements of Islamic faith and history, evaluating the meaning and importance of these elements in the lives and thoughts of Muslims. Although the syllabus is studied in English, some familiarity with passages from the Qur'an and Hadith in Arabic is assumed.

ARABIC

Designed for students whose mother tongue is Arabic, this First Language syllabus develops the ability to communicate clearly, accurately and effectively. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

PHYSICAL EDUCATION

The school provides students with an opportunity to study both the practical aspects of physical education. The school is designed to foster enjoyment in physical activity by providing students with an opportunity to take part in a range of physical activities. The students will be able to develop an understanding of effective and safe physical performance and appreciate the necessity for a sound understanding of the principles, practices, and training that underpin improved performance, better health, and well-being.

3. CURRICULUM REVIEW AND DEVELOPMENT POLICY

Asia International School leadership and teaching community strongly believe that curriculum is not merely textual knowledge content. A holistic curriculum includes everything that learners do at school and everything they do after school as part of their assignments, projects, and school related activities. The school continuously tries to adapt and design strategies in order to improve the teaching and the learning process by engaging in a regular, rigorous, systematic reviews of the curriculum. The process of curriculum review and development involves the following 6 steps:

1. Review current curriculum.
2. Identify learning gap.
3. Analyze different alternatives to minimize the gap.
4. Select the best alternative.
5. Implement change by adapting a new curriculum.
6. Evaluate the new curriculum.

Review Current Curriculum: Academic Director, Principals and teachers formally and informally use evidence of student learning obtained from the varied data sources. The analysis of data yields an insight into the success of the teaching and the learning processes. The data sources of student learning include but is not limited to:

- Learner performance in formal and informal assessments.
- Feedback from teachers, learners, and parents.
- Observation of learner behavior and learner responses.

The review team analyses the curriculum

- Strengths and weaknesses.
- Opportunities and threats.
- Learning gaps.
- Student performance.

If the review reveals the learning gaps or curriculum weaknesses, the team probes into the possible changes.

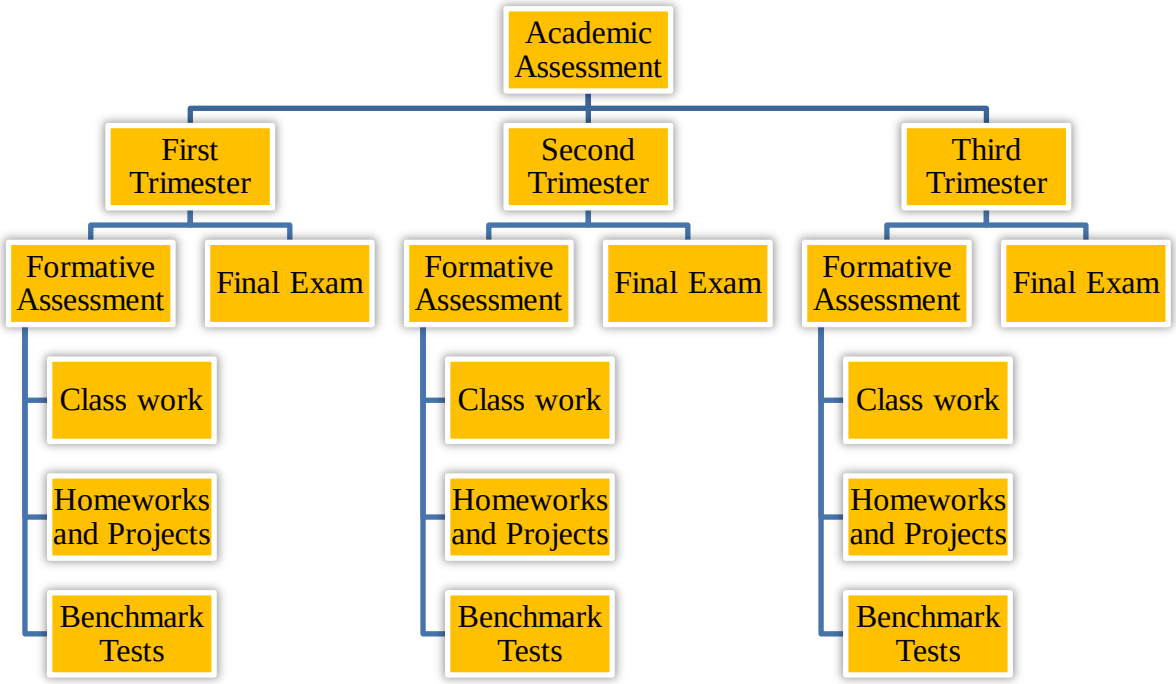
Analysis of different alternatives: Review team engages in a brainstorming session with a view to strengthening the opportunities and weakening the threats. The different options are written down.
Selection of the best alternative: The team weighing the strengths and weaknesses of the recommended alternative chooses the best alternative which may be modifying the curriculum, changing the instructional strategy, changing the course content, deleting or adding a certain course, and increasing the effectiveness of teacher professional development program.
Implement change and develop the new curriculum: The team modifies or changes the curriculum instructional strategies/course material as required. The newly developed or improved curriculum focuses on learner characteristics, learning expectations, content, and another teaching-learning process. Teachers are provided training to equip themselves with the skill and ability to develop the new curriculum.
Evaluate the new curriculum: The new curriculum or curricular practices are further evaluated for continuous improvement.

4. 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 is kept in the admin offices.

5. 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 without valid reason or permission 9. Ignorance of assignments 10. Littering 11. Entering the class or	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 with any tools	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

other classes without permission 12. Going into and out of school gate before means of transportation being ready	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 given	**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	**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	**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	**1. A)** The school management will write an official report of the incident **B)** calling the respective authorities to school	**1. A)** All procedures mentioned in 5th infraction. In addition, the student will be suspended for the whole current

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 management. 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 given to the guidance and consulting committee to make a report	letter **C)** 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	discipline **C)** The student 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	discipline **C)** The student 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	immediately **C)** Holding an 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	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 paragraph. In addition, the student will sign a written

	will be requested to guarantee non-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	study his/her case **2. A)** The 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	/letter to inform about the marks 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	for one month ▪ The student will be sent to 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	commitment of discipline after resuming school. Next year, the student can be enrolled in another school

	will be deducted and parent will be notified. **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	shifted to another school **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	leaving to another school in case of offense 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	directories after MOE undersecretary /deputy 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.

المخالفات الصغرى271

مخالفه من الدرجة الأولى المرة الأولى المرة الثانية المرة الثالثة المرة.....

اسم الطالب :..... الصف ..... اليوم والتاريخ:.....

الإجراءات المتخذة		نوع المخالفة	
التنبيه ألإنفرادي من قبل المعلم	1	عدم التقيد باللباس المدرسي أو هيئة النظام المدرسي	1
التنبيه ألإنفرادي من قبل المعلمة للمره الثانية	2	النوم داخل الفصل	2
أخذ تعهد خطي من الطالب بالانضباط	3	رمي النفايات وبقايا الطعام في غير الأماكن المخصصة لذلك	3
إشعار ولي الأمر كتابيا وهاتفيا بمخالفة الطالب السلوكية والتنسيق معه لتعديل السلوك	4	إعاقة الحصة بالحديث الجانبي أو المقاطعة المستمرة غير الهادفة بطريقة غير مهذبه	4
بعد إشعار ولي الأمر يحال للمرشد الطلابي لدراسة حالته		تناول الأطعمة والمشروبات داخل أثنا الدرس	5
تنبيه الطالب المخالف من قبل وكيل المدرسة	5	العبث وقلة المشاركة أثناء الطابور الصباحي	6
استدعاء ولي الأمر واخطارة بمخالفة الطالب السلوكية	6	إهمال الواجبات المدرسية	7
إحالة الطالب للمرشد الطلابي	7	دخول الطالب فصله أو فصل آخرون دون استئذان	8
		عدم إحضار الكتب أو الدفاتر أو الأدوات المدرسية أو الملابس الرياضية	9
		التأخر في دخول الفصل دون إذن مسبق	10
		☐ وضع المناكير ☐ الأفر الطويلة ☐ وضع الإكسسوارات ☐ وضع المكياج	11

اقرار وتعهد الطالب

اقر وأتعهد أنا الطالب ..... بالصف ..... بارتكاب المخالفة المذكورة أعلاه و أتعهد بعدم تكرار ما حصل مني من مخالفة سلوكية ، مع علمي بالعقوبة التي ستطبق علي في حالة تكرار المخالفة مرة أخرى
التوقيع: / التاريخ:
تعهد ولي الأمر
أتعهد أنا ولي أمر الطالب بأن أكون متواصلاً مع المدرسة ومتابعاً لإبني ومحاولا تغيير سلوكه بشتى الوسائل الممكنه وإذا تكرر

حصول المخالفة فللمدرسة أحقية اتخاذ ما يلزم دون الرجوع الى ذلك	
التوقيع:	التاريخ:
وكيل شؤون الطلاب أو ماينوب عنه	
الدرجة المحسومة	
التوقيع:	التاريخ:

مخالفه من الدرجة الثانيةالمرة الأولى المرة الثانية المرة الثالثة المرة.....

اسم الطالب :..... الصف :..... اليوم والتاريخ:.....

	نوع المخالفة		الإجراءات المتخذة
1	الهروب من الحصة	1	أخذ تعهد خطي من الطالب بالانضباط
2	إثارة الفوضى داخل المدرسة أو داخل الفصل أو في وسائل النقل المدرسي (العبث بالماء ، البخاخات ، الصوت العالي ، الخ)		إشعار ولي الأمر خطياً بالمخالفة والإجراء المتخذ
3	الغش في الواجبات والاختبارات غير الفصلية		إصلاح ما أفسده الطالب أو إحضار بديل عنه أو دفع قيمته
4	امتهان الكتب الدراسية		مصادرة ما بحوزة الطالب المخالف مما يكون استخدامه أو إحضاره ممنوعاً وإتلافها وإعداد محضر بذلك
5	العبث بممتلكات المدرسة أو ألكتابه ع الجدران		ضبط الجهاز الذي بحوزة الطالب المخالف وإعادته لولي الأمر اذا لم يكن الجهاز مرتبط بقضية وإعداد محضر بذلك
6	إحضار أجهزة الاتصال الشخصية أياً كان نوعها الى المدرسة		ضبط الجهاز المرتبط بقضية والتحفظ عليه واستكمال إجراءاته نظامياً وإعداد محضر بذلك
7	الاشتراك في مضاربة		الاعتذار لمن أساء اليهم أمام زملائه
8	الخروج من الفصل دون استئذان		دراسة حالته من قبل المرشدة(ان لزم الأمر)
9	الشجار مع الزملاء أوتهديدهم أو التلفظ عليهم بألفاظ نابيه	2	دعوة ولي الأمر وأخذ تعهد خطي على الطالب المخالف وتوقيع ولي الأمر بالعلم والتنسيق لتعديل السلوك
10	العبث بأي أدوات ومعدات الأمن والسلامه		نقل الطالب الى فصل آخر
			دراسة حالته من قبل المرشد الطلابي
		3	إحضار الطالب الى الوحدة الإرشادية ولا يتم قبوله في المدرسة حتى يحضر تقريراً منها يفيد بما اتخذه من الإجراءات الإرشادية والتربويه والتوصية بالاستمرار في تنفيذ الإجراءات الموصى بها من قبل الوحده
		4	تقوم المدرسة بالتنسيق مع ادارة التربية والتعليم لنقل الطالب لمدرسة اخرى

اقر وأتعهد أنا الطالب ..... بالصف .....

بارتكاب المخالفة المذكورة أعلاه و أتعهد بعدم تكرار ما حصل مني من مخالفة سلوكية ، مع علمي بالعقوبة التي ستطبق علي في حالة تكرار المخالفة مرة أخرى	
التوقيع:	التاريخ:
تعهد ولي الأمر	
أتعهد أنا ولي أمر الطالب بأن أكون متواصلاً مع المدرسة ومتابعاً لإبني ومحاولا تغيير سلوكه بشتى الوسائل الممكنه وإذا تكرر حصول المخالفة فللمدرسة أحقية اتخاذ ما يلزم دون الرجوع الى ذلك	
التوقيع:	التاريخ:
وكيل شؤون الطلاب أو ماينوب عنه	
الدرجة المحسومة	
التوقيع:	التاريخ:

مخالفات الدرجة الثالثةالمرة الأولىالمرة الثانية المرة الثالثة المرة.....

	نوع المخالفة		الإجراءات المتخذة
1	التهاون في أداء الصلاة مع الطلاب والمعلمين أو العبث أثناء الصلاة	1	اشعار ولي الامر خطياً بالمخالفة والإجراءات المتخذة
2	سرقة شيء من ممتلكات الزملاء أو المدرسة		أخذ تعهد خطي من الطالب بالانضباط
3	تعمد إتلاف أو تخريب شيء من تجهيزات المدرسة أو مبانيها مثل أجهزة الحاسب الآلي ألآت التشغيل المعامل حافلة المدرسة ، الخ)		الاعتذار لمن أسا ء اليه من زملائه
4	احضار المواد أو الألعاب الخطيرة أو الأدوات الحادة الى المدرسة دون استخدامها		نقل الطالب الى فصل آخر
5	مهاجمة احد الزملاء بالضرب		اصلاح ما أفسد الطالب او إحضار بديل عنه أو دفع قيمته او دفع قيمته واعداد محضر بذلك
6	اثارة الرعب بين الطلاب وتخويفهم		مصادرة ما بحوزة الطالب المخالف مما يكون استخدامه او احضاره ممنوعا وإتلافها وإعداد محضر بذلك
7	حيازة او عرض المواد الاعلامية الممنوعة المقروءة أو المسموعة أو المرئيه		ضبط الجهاز الذي بحوزة الطالب المخالف واعادته لوي امره اذا لم يكن الجهاز مرتبط بقضيته واعداد محضر بذلك
8	الحاق الضرر المتعمد بممتلكات زملائه		ضبط الجهاز المرتبط بقضية والتحفظ عليه واستكمال إجراءاته نظاميا واعداد محضر بذلك
9	حيازة السجائر		نقل الطالب المصاب الى أقرب مركز صحي
10	التوقيع عن ولي الأمر من غير علمه على المكاتبات المتبادله بين المدرسة وولي الامر		احالته الى المرشد الطلابي لدراسة حالته
11	الاشارة بحركات مخلة بالأدب تجاه الزملاء مثل الحركة بالاصبع اواليد او الجسم	2	دعوة ولي الامر واخذ تعهد خطي على الطالب المخالف وتوقيع ولي الابالعلم
		3	احالة الطالب الى الوحدة الارشادية ولا يتم قبوله في المدرسة حتى يحضر تقريرا منها يفيد بما اتخذه من الاجراءات الارشاديه والتربويه والتوصيه بالاستمرار في تنفيذ الاجراءات الموصى بها من بل الوحده

		4	تقوم المدرسة بالتنسيق مع ادارة التربية

اسم الطالب :..... الصف :..... التاريخ:.....

اقر وأتعهد أنا الطالب ..... بالصف ..... بارتكاب المخالفة المذكورة أعلاه و أتعهد بعدم تكرار ما حصل مني من مخالفة سلوكية ، مع علمي بالعقوبة التي ستطبق علي في حالة تكرار المخالفة مرة أخرى	
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التوقيع:	التاريخ:
وكيل شؤون الطلاب أو ماينوب عنه	
الدرجة المحسومة	
التوقيع:	التاريخ:

المخالفات الكبرى

مخالفة من الدرجة الرابعه المرة الأولى المرة الثانيةالمرة الثالثة المرة.....

اسم الطالب :..... الصف :..... التاريخ:.....

	نوع المخالفة		الإجراءات المتخذة
1	الاصرار على ترك الصلاة مع الطلاب والمعلمين دون عذر شرعي	1	اشعار ولي الأمر بالمخالفة والإجراءات المتخذه
2	تهديد معلمي المدرسة أو اداريها أومن في حكمهم أو الحاق الضرر بممتلكاتهم أو سرقتهم		أخذ تعهد خطي من الطالب بتجنب تكرار المخالفة
3	الاشارة بحركات مخلة بالآداب تجاه المعلمين أو الاداريين أو من في كمهم من منسوبي المدرسة		الاعتذا لمن أساء اليه من زملائه
4	التدخين داخل المدرسة		اصلاح ما اتلفه الطالب أو احضار بديل عنه واشعار ولي الأمر بذلك
5	الهروب من المدرسة		ضبط الجهاز الذي بحوزة الطالب واعادته لولي الأمر اذا لم يكن الجهاز مرتبط بقضية وبعد محضر بذلك
6	تعمد اصابة أحد الطلا بعن طريق الضرب باليد أو باستخدام أدوات غير حادة أحدثت إصابه (جرح نزيف أو كسر)		ضبط الجهاز المرتبط بقضية والتحفظ عليه واستكمال اجراءاته نظامياً
7	العبث بالمواد والألعاب الخطيرة داخل المدرسة (المفرقعات- الآلات الحادة)		نقل الطالب الى أقرب مركز صحي
8	توزيع المواد الاعلامية الممنوعة المقروءة أةو المسموعة أو المرئية		احالته الى المرشد الطلابي لدراسة حالته
9	التوقيع عن أحد المسؤولين في المدرسة على المكاتبات المتبادلة بين المدرسة وولي الأمر	2	نقل الطالب الى فصل أخر وفقا لتقرير المرشد الطلابي حرمان الطالب من الدراسة لمدة اسبوع دراسي احالته الى الوحدة الارشادية مع استمرار دراسته على أن يحضر تقريراً منها بالتابعة معها في دراسة حالته يوضع فيها ما تم متابعة مع متابعة المرشد الطلابي
10	حيازة الاسلحة النارية أو في حكمها	3	اخطار ولي أمر الطالب المخالفة بالحضور للمدرسة

			وانذراه كتابيأبالنقل الى مدرسة أخرى في حالة اعادة تكرار المخالفة دراسة حالته يوضع فيها ماتم متابعة المرشد الطلابي
11	التنمر	4	تقوم ادارة المدرسة بالتنسيق مع ادارة التربية والتعليم بنقل الطالب الى مدرسة ؟أخرى مع اشعار ولي الأمر تم اتاخاذة من قرارات ويؤخذ موافقة ولي الأمر المخالف في المدرسة التي سينقل الطالب اليها
12	تصوير المعلمين أو الطلاب أو الموظفين من خلال الأجهزة الإلكترونية أو الرسم المسئ لهم وابتزازها بها ونشر مقاطع فيديو على الانترنت		
13	السلوك الخاطئ والغريب مثل الانحراف		
14	احضار شخص آخر لتأدية الإختبارات		
15	تزوير الوثائق أو تقليد الأختام الرسمية		

اقر وأتعهد أنا الطالب ..... بالصف ..... بارتكاب المخالفة المذكورة أعلاه و أتعهد بعدم تكرار ما حصل مني من مخالفة سلوكية ، مع علمي بالعقوبة التي ستطبق علي في حالة تكرار المخالفة مرة أخرى	
التوقيع:	التاريخ:
تعهد ولي الأمر	
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التوقيع:	التاريخ:
وكيل شؤون الطلاب أو ماينوب عنه	
الدرجة المحسومة	
التوقيع:	التاريخ:

مخالفة طالب من الدرجة الخامسة المرة الأولى المرة الثانية المرة الثالثةالمرة....

اسم الطالب :..... الصف :..... التاريخ:.....

	نوع المخالفة		الإجراءات المتخذة
1	الاعتداء بالضرب على أحد منسوبي المدرسة من إداريين أو معلمين أو في حكمهم	1	تدوين إدارة المدرسة محضر لإثبات الواقعة
2	تهديد أو استخدام الأسلحة أو ما في حكمهما أو الطعن بآله حادة		استدعاء الجهات الأمنية المختصة إلى المدرسة فور وقوع القضية
3	الاستخدام والاستفادة من الأختام والوثائق المزورة		رفع خطاب رسمياً عاجلاً لإدارة التربية والتعليم محضر اجتماع لجنة التوجيه والإرشاد بالمدرسة بخصوص القضية
4	التحرشات الجنسية		يكلف مدير التعليم لجنه قضايا الطلاب بمباشرة القضية وإعداد تقرير بذلك
5	إشعال النار داخل المدرسة		نقل الطالب إلى مدرسة أخرى
			حرمان الطالب من الدراسة لمدة شهرين
			حضور الطالب أثناء فترة حرمان إلى وحدة الخدمات الإرشادية
			أخذ تعهد خطي بالالتزام ولانضباط

		2	جميع ما ذكر في الفقرة السابقة من حرمان الطالب من الدراسة في العام الدراسي الذي حدثت فيه المخالفة بعد موافقة وكيل الوزارة
		3	جميع ما ذكر سابقاً مع حرمان الطالب من الدراسة في جميع ادارات التعليم بعد موافقة وكيل الوزارة للتعليم ويخبر ولي أمر الطالب من تمكين ابنه نت الدراسة في الدراسة في المدرسة الملحقة بدار التوجيه الاجتماعي التابعه للوزارة

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التوقيع:	التاريخ:
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التوقيع:	التاريخ:
وكيل شؤون الطلاب أو ماينوب عنه	
الدرجة المحسومة	
التوقيع:	التاريخ:

مخالفة طالب من الدرجة السادس المرة الأولى المرة الثانية المرة الثالثة المرة.....

اسم الطالب :..... الصف :..... التاريخ:.....

	نوع المخالفة		الإجراءات المتخذة
1	الاستهزاء بشيء من شعائر الإسلام	1	تدوين إدارة المدرسة محضر لإثبات الواقعة
2	اعتناق الأفكار والمعتقدات الهدامةونشرها		استدعاء الجهات الأمنية والمختصة الى المدرسة فور وقوع القضية
3	حيازة المخدرات أو تعاطيها أو ترويجها		اجتماع لجنة التوجيه والإرشاد في المدرسة بعد وقوع القضية مباشرة لدراسة ظروفها وملابساتها
4	جميع الممارسات الجنسية المحرمة		رفع خطاب رسمياً عاجلا لإدارة التربية والتعليم محضر اجتماع لجنة التوجيه والإرشاد بالمدرسة بخصوص القضية
5	القيادة إلى أفعال الرذيلة		يكلف مدير التعليم لجنة قضايا الطلاب بمباشرة أعداد تقرير بذلك
6	الخروج من المدرسة للذهاب مع الجنس الآخر		نقل الطالب إلى مدرسة أخرى
			حضور الطالب أثناء فترة الحرمات الى وحدة الخدمات الإرشادية
			حرمان الطالب من الدراسة لمدة شهرين

		2	جميع ما ذكر في الفقرة السابقة مع حرمان الطالب من الدراسة في العام الدراسي الذي حدثت فيه المخالفة بعد موافقة وكيل الوزارة
		3	جميع ما ذكر سابقا مع حرمان الطالب من الدراسة في جميع إدارات التعليم بعد موافقة وكيل الوزارة للتعليم ويخبر ولي امر الطالب من تمكين ابنه من الدراسة في المدرسة الملحقة بدار التوجيه الاجتماعي التابع للوزارة
		4	يؤخذ تعهد خطي على الطالب بعد فترة تنفيذ فترة الحرمان بالالتزام بالانضباط
		5	يمكن الطالب من الدراسة منتظما للعام الدراسي الذي يليه في مدرسة اخرى بقرار من مدير التعليم على ان يتابع من وحدة الخدمات الإرشادية والمدرسة المنقول إليها
		6	جميع ما ذكر في المخالفة الخامسة الفقرة الثالثة مع جرمان الطالب مع أخذ تعهد خطي بعد عودته بالالتزام والانضباط وتمكينه من الدراسة للسنةالقادمة في مدرسة أخرى

اقر وأتعهد أنا الطالب ..... بالصف ..... بارتكاب المخالفة المذكورة أعلاه و أتعهد بعدم تكرار ما حصل مني من مخالفة سلوكية ، مع علمي بالعقوبة التي ستطبق علي في حالة تكرار المخالفة مرة أخرى	
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التوقيع:	التاريخ:
وكيل شؤون الطلاب أو ماينوب عنه	
الدرجة المحسومة	
التوقيع:	التاريخ:

First Level discipline violation ID 1 time ☐ 2 time ☐ 3 time ☐ once ☐

Student name		class		Date/day	

	Kind of violation		Action taken
1	Noncompliance with school uniform or present with inappropriate clothes	1.	Teacher warns him/her individually
2	Sleep in the class room	2.	A 2nd warning will be given individually
3	Throw the leftovers and rubbish in non – designated places	3.	Taking written pledge of student to discipline
4	Interrupt the class with side talks or with continuous non purposeful impolite manner interruption	4.	To notify the guardian in either a written form or over the phone of the student behavioral violation and to coordinate with him to change the behavior of the violator
5	To eat or drink during the class		After notifying the guardian he will transferred to the student counselor for the case study
6	Talking and not participating in the morning Assembly	5.	A warning will be given by the V.P
7	Neglection of assignments	6.	To call the guardian and notify him with the student behavioral violation
8	If student entering his class or other classes without permission	7.	To transfer student for counseling
9	Not bringing the textbooks notebooks or stationery or the sports uniform		
10	Lateness in entering the class without previous permission		
	Long nails ☐ nail polish ☐ makeup ☐ Accessories ☐		

Students undertake and declaration			
I, student …….. in class ……do hereby undertake and declare my committing the behavioral violation mentioned above and undertake not to repeat it again with knowing the penalty to be applied to the case if repeat again			
Signature		Date	
Student guardian undertake			
I, the student guardian does hereby undertake to be in contact with school and following my son and trying to change his conduct by all possible means and if the violation repeated again, the school has the right to take the action without reference to me			
Signature		Date	
Students' affairs agent Agent or his deputy			

Second Level Discipline violation 1 time ☐ 2 time ☐ 3 time ☐ once ☐

Student name		class		Date /day	

	Kind of infraction		Action taken
1	Escape forms the class	1	To take written undertake of student to discipline
2	Stir up the chaos in school or class or in any of school transportation means (playing with water, sprayers, shouting <etc.)		To note the student guardian in writing by violation and procedures taken
3	Cheating in assignments or not quarterly tests		To repair what student damage or replace the same or pay its value
4	Offense the school textbook		Confiscate what in the position of the violator student which it is use and bringing consists forbidden and destructive as well as prepare minutes for that
5	Damage of the school properties or scribing and doodling on walls .		Detect the device in the violator student possession and return it to his guardian if the device has no relation with case and prepare minutes for that
6	Possession of for forbidden information materials		To detect the device, connect with the case put it into custody and complete the procedures regularly and prepare minutes for that
7	Engaged in an assault (quarrelling)		To apologize to whom, he offended in front of his colleagues
8	bringing to school any kind of personal communication devices		
9	Possess of cigarettes		To study his case by the student's guidance
10	Misuse of school computers	2	To call the guidance and talking a written undertake on the violator student and the guidance signing with his knowledge and
11	To interrupt the teacher during teaching without a goal		Transfer student to other class
12	Out of class without permission		To study his case by the student's guidance
13	Quarrel with colleagues threat them or uttering verbally abusive	3	To transfer student to the guidance unit and not admitted to school until he brings report from the same informed the guidance education and procedures taken and informed to continue in the procedures recommended by the unit
14	Play with any tools of school security and safety equipment's		

Students undertake and declaration

I, student …….. in class ……do hereby undertake and declare my committing the behavioral violation mentioned above and undertake not to repeat it again with knowing the penalty to be applied to the case if repeat again

Signature		Date	
Student guardian undertake			
I, the student guardian does hereby undertake to be in contact with school and following my son and trying to change his conduct by all possible means and if the violation repeated again, the school has the right to take the action without reference to me			
Signature		Date	
Students' affairs agent Agent or his deputy			
Signature		Date	

Third Level discipline Violation 1 time ☐ 2 time ☐ 3 time ☐ once ☐

Student name		class		Date /day	

	Kind of infraction		Action taken
1	Complacency in the performance of prayer with students & teachers during prayer	1	To not the student guardian in writing by violation and procedures taken
2	Stealing thing from colleagues or school properties		To take written undertake of student to discipline
3	To damage or vandalism something of school supplies building such as (computers, operation, machines, labs, school bus, etc.)		To apologize to whom, he offended in front of his colleagues
4	To bring materials or dangerous toys sharp tools to school without using them		To repair what student damage or to replace the same or pay its value
5	Attacking one of his colleagues by beating		Confiscate what in the position of the violator student which it is use and bringing consists forbidden and destructive as well as prepare minutes for that
6	To stir fear among students and intimidation		Detect the device connect with the case, put into custody and complete the procedures regularly and prepare minutes for that
7	Possess or present the forbidden media materials whether print, audio or visual		
8	Inflicting deliberate damage with his colleagues' properties	2	To detect the device, connect with the case put into custody and complete the procedures regularly and prepare minutes for that
9	Possess cigarettes	3	To transfer the injured student to nearest health center
10	To sign on behalf of guardian without his knowledge on the communication between school and the guardian	4	To transfer to the student guidance study his case
11	To sin with obscene gestures against his colleagues such as (finger or hand or body		

	signals, signal obscene movement		

Students undertake and declaration			
I, student …….. in class ……do hereby undertake and declare my committing the behavioral violation mentioned above and undertake not to repeat it again with knowing the penalty to be applied to the case if repeat again			
Signature		Date	
Student guardian undertake			
I, the student guardian does hereby undertake to be in contact with school and following my son and trying to change his conduct by all possible means and if the violation repeated again, the school has the right to take the action without reference to me			
Signature		Date	
Students' affairs agent Agent or his deputy			
Signature		Date	

Fourth Level Discipline Violation 1 time ☐ 2 time ☐ 3 time ☐ once ☐

Student name			class				Date /day	

	Kind of infraction		Action taken
1	Insisting or not praying with students and teachers without any legitimate excuse	1	Notify the parents of the violation and (the action) taken
2	To threaten the school teacher, administrators or damage or steal their properties		A written commitment will be taken in case of a repeated violation
3	Any indication of disrespectful gestures, movement against his teacher. administrators or the like		To repair what student damage or to replace the same or pay its value
4	Smoking in school -		To apologize to whom, he offended in front of his colleagues
5	To escape from school		To take the student device, hand over the device to the guardians and complete the procedures regularly and prepare minutes for that
6	The student intention to beat either by hand or by using a non sharp tool that may cause injury or wound or fracture		
7	Tempering dangerous/ hazardous material and in school (sharp tools machines or fire crackers)		To transfer student to the nearest health center
8	To distribute or show the prohibited media materials whether audio or visual		Transfer him to student's counselor for a case study
9	To sign on behalf of the guardian without his knowledge on any of the	2	To transfer student to other class according to the student's guidance report to forbid student

	correspondences between school and the guardian		from study for a week Transfer him to the guidance unit with his study continuation so as tom present the report from the same to follow with the studying his status in which mention what with surrounding what has been follow –up with the student's guidance following up
10	To possess firearms or (weapon) or the like	3	To notify the violator students guardian to present to school and warning him in writing to transfer to other school in case he repeats the violation To forbid student for institution for a month after informing and taking the education a administration approval
11	bullying	4	School administration will coordinate with educational administration to transfer student to another school with notifying the guardian of what to be taken in the school he will be transferred to decision and the approval of (the parent)
12	To take photo of teachers, students or employees by electronics devices or abuse blackmailing them by publication of video clips on the internet		
13	Erroneous and strange behavior such as (behavior deviation)		
14	To bring someone else to perform the examination on his/her behalf		
15	Falsification of documents and forging official seals		

Students undertaking and declaration			
I, student …….. in class ……do hereby undertake and declare the commitment of such a behavioral violation mentioned above and undertake not to repeat it again with knowing the penalty to be applied to the case if repeated again			
Signature		Date	
Student's guardian undertakes			
I, the student guardian does hereby undertake to be in contact with school and follow my son and try my best to change his behavior by all possible means and if the violation repeated again, the school has the right to take the action without reference to me			
Signature		Date	
Students' affairs agent Agent or his deputy			
Signature		Date	

Fifth Level DisciplineViolation 1 time ☐ 2 time ☐ 3 time ☐ once ☐

Student name		class		Date /day	

	Kind of violation		Action taken
1	Attacking one of the school staff such as administrators, teachers or by beating	1	School administration write in minutes to prove the case
2	To thread by using arms or similar or stabbing with sharp object		To call the security authorities in school immediately after the case occurrence
3	Make use of counterfeited seals and documents		Meeting of guidance committee in school immediately after case to study its circumstances and conditions
4	Sexual harassment –		To send urgent official letter to the education administration including minutes of the guidance committee in school about the case
5	set fire in the school premises		Educational director nominates the student case commission to direct the case and prepare report about it
			To transfer student to another school
			To dismiss student from study for two months
			The student attendance during the demission period to the guidance service unit
			To take a written undertake to commitment and discipline
		2	All mentioned in the above with student prevention from study in the academic year in which the violation occurs after taking the minister agent approval
		3	All the above mentioned with student demission from studying in the educational administration after taking the undersecretary for education affairs approval and the student's guardian should be given the choice to allow his son to study in a school affiliated the social guidance subsidiary to the ministry

Students undertake and declaration			
I, student …….. in class ……do hereby undertake and declare my committing the behavioral violation mentioned above and undertake not to repeat it again with knowing the penalty to be applied to the case if repeat again			
Signature		Date	

Student guardian undertake			
I, the student guardian do hereby undertake to be in contact with school and following my son and trying to change his conduct by all possible means and if the violation repeated again , the school has the right to take the action without reference to me			
Signature		Date	
Students' affairs Agent or his deputy			
Signature		Date	

Sixth Level Discipline Violation 1 time ☐ 2 time ☐ 3 time ☐ once ☐

Student name		class		Date /day	

	Kind of infraction		Action taken
1	Mockery of some of Islam rituals	1	School shall record report to prove the case
2	Embrace non – Islam idea and subversives believes or published and propagation the same		Calling competent authorities to school immediately after case occurring
3	Possess, taking or promote drugs		Meeting of guidance committee in school immediately after case to study the circumstances and condition
4	All forbidden sexual practices		Raise immediately official letter to education administration and minutes of guidance committee meeting in school for this case
5	Leading in immortality acts		The education director nominates committee of student's cases to address the case and prepares report for that
6	Exit from school to other gender		To transfer student to other school
			To forbid student from study for tow month
		2	All mentioned in the above paragraph with student prevention from study in the academic year in which the violation occurs after talking the minister agent approval
		3	All mentioned in the above with student prevention from study in all education administration after taking the minister agent approval and the student guardian should be given the choice to enable his son to study in school affiliated to the social guidance center subsidiary to the ministry
		4	To direct a written, undertake to student after forbidden duration execution to abide and discipline
		5	Student can study regular for the next academic year in another school by decision of the direct of education so as follow from the guidance service unit and the school to which her transfer

		6	All what mentioned in the fifth violation paragraph 3 with forbidden the student from by written undertake after his returning back by abide and discipline and can study the second academic year from other school

Students undertake and declaration			
I, student …….. in class ……do hereby undertake and declare my committing the behavioral violation mentioned above and undertake not to repeat it again with knowing the penalty to be applied to the case if repeat again			
Signature		Date	
Student guardian undertake			
I, the student guardian does hereby undertake to be in contact with school and following my son and trying to change his conduct by all possible means and if the violation repeated again, the school has the right to take the action without reference to me			
Signature		Date	
Students affairs agent Agent or his deputy			
Signature		Date	

6. CHILD PROTECTION POLICY

Preamble

AIS is committed to providing a caring, friendly and safe environment for all the learners so that they can learn in a positive and secure atmosphere. We ensure that each individual is valued and respected. We meet the needs of all the learners by offering them every opportunity to learn and develop in order to fulfill their potential. AIS has clearly stated the Child Protection Policy (CPP) to safeguard and promote the well-being of learners at the school.

Child protection: Child abuse and neglect are violations of a child's human rights and are obstacles to a child's education as well as their physical, emotional and spiritual development. Abuse or neglect are the forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or by their peers at school.

Aim of Child Protection Policy: AIS CPP applies to all the leaders, staff and service providers working in the school and interacting with the students. Following are the main aims of our policy:

- Support management and staff in setting clear expectations of behavior and code of practice relevant to the services being provided.
- Develop and implement school-based monitoring system with regard to the Discipline Policy.
- Ensure students' safety by clarifying which behaviors constitute safe practice and which behavior must be avoided.
- Ensure all the students feel well protected from all forms of abuse and bullying to develop self-confidence.
- Maintain an environment where children feel confident to approach any staff member, they have any problem.

Inappropriate Behaviors: Inappropriate behaviors are the disruptive behaviors that would be considered as being likely to substantially or repeatedly interfere with the conduct of the class.

Two categories of Inappropriate Behaviors:

1- Student to student
2- General inappropriate behavior.

1- Types of 'Student to student' inappropriate behavior

A- Harassment or Abuse: It is repeated and unwanted behavior which causes the victim, (because of race, nationality, gender, age, religion, cultural background etc.) to feel disturbed, weighed down, bullied, or victimized.

A-1 Physical Abuse: Physical abuse may involve hitting shaking, throwing, burning, scalding, suffocating or otherwise causing physical harm to a child by the peers, teacher or any other adult.

A-2 Emotional Abuse: Emotional abuse is the persistent emotional ill-treatment of a child which may cause severe and adverse effects on the child's emotional development. It may convey a sense to child that he's worthless or inappropriate expectations being imposed on the children by the peers or staff members.

B- Bullying: It is intentionally harmful behavior initiated by one or more students and directed toward another student/s. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another student/s who has less power. Any deliberate act to cause distress or harm by the peers against a child which may lead to develop peer-pressure among a group of students.

Peer-pressure among class-fellows may cultivate an unhealthy environment where any child/children may lose self-confidence and disrupts scholastic. Following are the forms of bullying:

- **B.1-Physical Bullying**: A child can be physically punched, kicked, hit, apt pinching, pushing, or damaging someone's property etc.
- **B.2-Verbal Bullying:** This can take the form of name-calling. It may be directed towards, making threats, insults, intimidation, remarks regarding race, gender, religion, physical abilities, physical characteristics or other forms of verbal abuse.
- **B.3-Social Bullying:** This can be described to hurt someone's reputation or relationships. It includes Spreading rumors, Embarrassing, humiliating someone publicly, - Excluding or encouraging others to exclude someone from group discussion/activities.
- **B.4-Cyber Bullying:** It's an emerging form of harassment via social media and online games. Online hounding by the class-fellows or other un know individual may take place at home or off the campus but it may cause emotional disturbance to the child.

2. General Inappropriate Behaviors

- Angry, aggressive communications (verbal or written).
- Unwanted attention.
- *Stereo-typing* of students by a teacher will also fall under Emotional Abuse.
- Written material (assignments, exams, emails or letters) that suggest a student may be unstable or have mental health issues.
- A Statement about Self-harm Or Suicide.
- A notable change in a student's behavior that is cause for concern.
- Stalking (repeated attempts to impose unwanted communication or contact).
- An uttered threat to harm another or damage property.
- Pornography use that contravenes the AIS student conduct policy and/or affects others.
- Violent critical incident on school campus/school supervised activity.

Any student, staff or community member who violates this policy by engaging in conduct defined above at the school campus, will be subject to appropriate disciplinary action as defined in Discipline Policy.

Responsibilities of Staff:

AIS management in collaboration with Discipline Coordinators implements and monitors the Discipline Policy. Code of Conduct is provided to the Staff, Students and the parents' Handbook every year to ensure the safe and secure educational environment in the school.

- All the staff has a responsibility to respond to suspected, disclosed or confirmed violence, abuse, bullying or neglect immediately.
- Staff must understand how to identify, manage and refer any incident.
- Staff must educate the students about the possible threats of cyber-bullying and use of personal information on social media.
- Teachers must encourage the parents about their child's involvement in online activities.
- Staff must use positive reinforcement rather than sarcasm, criticism, comparison when working with the students.
- Staff must encourage the students to treat their peers, seniors and support staff with respect, integrity, courtesy and patience.

- School must ensure the appointment of staff at the entrance and exit gates of Boys and Girls Section during following timings:
    - Supervision during Break-time
    - Supervision at Home-time
    - Supervision in School Transport (Morning and Home-time duty by the teachers to accompany the students throughout pick and drop service from school to home and vice versa).

Risk Identification and Management

Report an incident: It is obligatory for any staff member or student to report the incident of suspected child abuse or neglect to the discipline supervisor.

Teachers/Admin staff are our eyes and ears. They interact more with students.

- To keep complete record of incidents/occurrences.
- To trace improvement of "under observation" cases.
- To track interval and frequency of abuse (*Measure effectiveness*).
- To identify and monitor the bullies.
- To improve behaviors of bullies by counseling & motivation.
- To identify and help victims.
- To design specific solutions for victims/affected (case to case basis)

Identify the Incident: The Discipline Coordinator must identify the issue as major or minor violation. The Discipline Coordinator must take necessary action to resolve the issue immediately according to the levels of infractions defined in Discipline policy.

Response to Minor Incidents: Verbal Warning must be given to the students or the staff by the Discipline Coordinator or Vice Principal.

Response to Major Incidents*:* Depending upon the significance of the issue, the Discipline Coordinator must substantiate the report to the Vice Principal/Principal. They investigate the matter and take one or more of the following actions:

- Confidential meeting with the student(s) involved
- Confidential meeting with others pertinent to the case
- Notification to the Parents/ Meeting with parents
- Physical injuries review or document by the Nurse (in case of fight/hitting)
- Recurrent emotional issue like nervousness or chronic anxiety case may refer to School-Counselor.
- Disciplinary actions are taken according to School Discipline Policy.

7. STUDENT ATTENDANCE POLICY

At Asia International School, students are expected to attend every class on each day of the school calendar. Regular school attendance correlates directly with success in academic work, improves social interaction with adults and peers, and provides opportunities for important communication between teachers and students. Regular attendance also has a cumulative effect of establishing life-long positive traits such as responsibility, determination, respect for the rules of society, which are critical for developing career readiness skills, and success in school and in life. While acknowledging the critical importance of class attendance, Asia International School also recognizes that there are times when absence from class is unavoidable.

The satisfactory completion of academic work, as well as exposure to the many other learning opportunities provided by Asia International School, requires on-time, regular attendance at school. Catching up on missed written assignments is important but is only a partial substitution for actual attendance. Our school provides well-planned learning opportunities for the students every day. If a student is absent or late, he/she loses educational opportunities. Furthermore, the absence of any student affects not only his/her progress, but also negatively influences the progress of the group. It is in every student's best interest to arrive to school on time, to arrive to each class on time, and to be prepared to participate each school day.

Minimum Attendance Requirements / 85 Percent Rule

Regardless of the reason for absence, a minimum of 85% attendance is an essential requirement in line with the Ministry of Education regulations. If a student is absent 15% or more of his/her enrollment in a specific course, he/she may be withdrawn.

The school communicates with parents once a student's absence reaches 5% and 10% for each subject. Parents, or a responsible adult, are notified and required to attend a meeting when a student's absence reaches 15%. When a student reaches 15% absence, an individual plan is developed to encourage and support a student's attendance in the relevant subject or subjects.

Once a student's absence reaches 15% in any subject, notification will be sent to the Ministry of Education. A student who is absent 15% or more from a course prior to the end of the academic year meets with the School Counselor and School Principal to decide the best course of action. This meeting also includes the parent. Disciplinary actions may include suspension from school or exclusion from attending class.

Lateness / Tardiness

Policy Students are expected to be in class on time. Students who are late to the first period must report to the principal or the individual responsible for recording absence and tardiness. These individuals record the time and reason for tardiness and address the student situation as per Asia International School attendance policy and stage procedures. Importantly, three (3) 'tardier' (i.e., late to school three times) are counted as one absence from school.

Excused Absences

The following list identifies situations in which a student's absence is considered as 'excused'.

- Illness or medical emergency, provided a medical certificate from a recognized medical center or practitioner is submitted within 3 days of returning to school
- Death in the immediate family provided parents notify the school
- Observance of a religious holiday
- Family emergencies beyond the student's control (approved by VP)
- Representing Asia International school or attending a School sponsored trip
- Representing Saudi Arabia in a certain field, e.g., sporting, cultural, political etc.
- KSA religious or national holidays

- Severe weather circumstances: There may be instances where either the school is forced to close or chooses to close for the safety of both staff and students. In this case the day will not be counted as an official school day. If there is no official notification from the school (by email, SMS or published on the website), or from official Government broadcasts then students are expected to attend.

Unexcused Absences

All absences other than 'Excused Absences' as defined above, are considered unexcused. Unexcused absences result in a grade of 'F' on any missed assignments, quizzes, and exams; this will in turn have a negative impact on the student's grades.

Vacation or Nonessential Travel

All vacations must be taken during the official vacation periods as published on the Asia International School website.

Other non–essential travel that occurs during the year is recorded as an unexcused absence.

The school start and end dates are published on the school website, and attendance is counted from the first to the last day of the school year. Returning to the school after the school start date due to the inability to manage suitable travel arrangements is not an excused absence.

Similarly, departing school prior to the beginning of the official holiday period is not an excused absence.

Early Pick-up It is very important for a child's education to be in school all day, every day. If a student has an exceptional circumstance and must leave the school, the parent must complete the written request form with supporting documentation, such as an appointment verification, etc.

Afterschool Pick-up

Kindergarten and Grades 1 -12 (Students using car)

Students must be collected from their homeroom class / dismissal area by a parent or authorized adult. If parents wish for students to be collected by an older sibling (grade four and above) they need to provide written permission to the child's homeroom teacher. Students who are not collected from their homeroom class / dismissal area within 15 minutes of dismissal will be brought to the main reception area where the duty teacher will supervise them.

Kindergarten and Grades 1-12 (Students using school bus)

Students using school bus will be sent to the school's basement to board the buses with the assistant teachers under supervision of Dismissal duty officers. Grade 1-12 (Students who walk to their home) Students, who walk to home will be using the main reception gate to leave the school premises.

For better functioning of this system there is color coding on the backside of students' Identity Cards as given below:

- Yellow – Car users
- Green- Who walk Home
- Blue – Bus Users

School-wide Procedures

The following procedures reflect a set of shared steps between all stages. There may be specific differences in each building due to staffing requirements and individual positions.

1. If a student is unable to attend school, parents/guardians are required to call the school before 7.30 a.m. on each day of the absence or obtain approval before the absence.
2. Student start time is 7:15 a.m. Students arriving after this time are considered late to class.
3. Students should move directly to their respective classes and the floor monitors will take the attendance.
4. Daily absences and tardiness are reported on the report card.

Unexcused Absence Procedures

Number of Days	Type of Action	Action Taken
Three (3) Consecutive Days – Unexcused Five (5) Inconsecutive Days – Unexcused	• Refer School counselor	In the repeated student absences, the case is transferred to the school counselor for follow-up.
Five (5) percent – Unexcused	• Inform parents • Warning letter to parents	• Formal parent letter • Contact school for appointment Sign warning letter
Ten (10) percent - Unexcused	• School Principal Meets School • Verbally warn student • Call parents	• Principal meets & discusses student issue • Verbally warn student • Formal parent letter- Contact school for appointment
Fifteen (15) percent – Unexcused	• Call parents • Refer the case to MoE • Social Services Dept.	• Receive formal letter • Refer to MoE Social Services Dept., school counsellor and School Principal for follow up.

High School Only

Any student arriving after 7:45 a.m. may be denied entry to the class, and will be registered as absent for that period. If an appropriate reason, with documentation, is provided to the Administrative Vice Principal, then the student may be provided with a 'late pass', and allowed to enter the class.

For each day, the same procedure applies. Students have five (5) minutes from the beginning of the period to arrive at class. After ten (10) minutes, a student may be denied entry and registered as absent, despite being present on the campus.

Accountability and Records

Teachers are responsible for:

- Monitoring and recording student absence and tardiness to class. This is completed using the pioneer system.
- Attendance/Floor Monitors (or equivalent positions) are responsible for:
- Recording student tardiness
- Changing or updating a student's status (e.g., if a student has been marked as 'absent' by the teacher, and subsequently arrives late, these persons are responsible for updating the status and assessing the validity of the reason provided.)
- Sending notification to the parents of students who are late to school. Parents should be notified either by calling or sending an email/SMS.
- Informing the Principal when a student reaches the notification threshold for absence.

Principals are responsible for:

- Managing disruption to class caused by late students.
- Documenting and arranging parent conferences for students who have reached the notification

thresholds.

- Documenting, using the appropriate forms, actions carried out by the school to ensure students do not exceed the minimum attendance requirements.
- Communicating through the appropriate channels with the Ministry of Education the intention to deny any student access to the exam due to exceeding the minimum attendance requirements.
- Meeting with parents of students at the 15% threshold to inform of the next steps.
- Chair the disciplinary committee to decide the best action for any student who has reached the 15% absence.
- Coordinate and monitor quality assurance of attendance procedures.
- Liaising between the MoE and the school to ensure consistency of procedures.

8. BREAK TIME POLICY

Aim

At Asia International School, we aim to ensure that break times are a constructive time for recreation, exercise and social interaction. We expect the same school rules and standards of behavior to apply as during the rest of the school day.

Related documents:

Discipline Policy and Anti-Bullying Policy

Strategies to Develop Constructive Lunchtimes

- Regular Communication
- Clear School Rules
- Clear Rewards and Sanctions
- Clear Routines/Roles
- Designated Areas
- Student Support Mentors
- Regular Communication

Break time supervisors are expected to read the duty chart daily.

Floor Monitors oversee the work of others to ensure effective communication, acting as the main contact point for any concerns/worries or issues.

All staff duty charts can be found in the staffroom and around school.

Responsibilities of the Break Duty Officers:

- All the teachers having class just before the break should accompany the students to their respective break areas.
- While taking them for break, arrange the students in a line and maintain silence.
- Teachers having break duty should try to reach the duty area as soon as the break starts without any delay.
- Arrange the students in playgrounds grade wise according to the tag on the wall, make all the students sit and eat their food during the break. (For Grade 1-3 only)
- Duty officers should spread out among students and talk to them about healthy eating habits, hygiene, eating etiquettes, importance of washing hands before eating, importance of different types of food, harmful effects of junk food etc.
- Discourage the habit of littering; ask them to use dustbins always.
- Engage students in some ways suggested above to prevent fights and injuries during the break.
- While returning back to the classes, line them up grade wise and ask them to walk at one side of the stairs silently.

Clear School Rules

School rules should be known and understood by all students. They are fairly and consistently enforced by all staff including lunchtime supervisors at all times.

Rewards and Sanctions

Lunchtimes are a positive happy time at Asia International School and all students are aware of the high expectations of behavior. Students are rewarded with lunchtime awards and being chosen to be the best class during the break times. Any sanctions necessary will be fairly and consistently applied in line with our Discipline Policy and will meet the needs of the individual students. The senior lunchtime supervisor

oversees the work of others, ensures effective communication, acts as the main contact point with the behavior management and ensures the reporting of incidents to the necessary staff. **Routines and Roles**

All breaktime duties are covered by breaktime supervisors and teaching assistants. All students of grades 1- 3 have separate time for break.

Grades 1-3 boys have break in the third-floor playground whereas all the girls of grades 1-3 have their break in the ground floor playground. The Student Service Coordinator oversees allocation to these areas and changes them termly. This ensures all students have the opportunity to change or experience different activities.

Indoor Break-time

In poor weather, the Student Service Coordinator decides whether the students be allowed to go outside at break-time.

In case of a 'wet' break-time or sand storm day, students should remain in the classroom with the teacher and be purposefully occupied with table-top activities and games.

Designated Break Areas

The school's environment is carefully organized to offer space for educational, social, physical and creative activities to reduce boredom and keep the students engaged.

These include:

- Football cage
- Basketball hoops
- Quiet seating areas
- Table tennis area
- Swing and assault course area

All areas are risk assessed and reviewed annually.

Student Support Mentors

Students support mentors operate across the Key Stages to promote students' independence and socialization.

Accident and Injury

First aid boxes are stored in all team-bases, and with the floor monitors on duty at break-times for the treatment of minor injuries. All injuries must be entered in the "Accident Book" according to the school policy. Parents must be informed by telephone.

The Role of the Teachers

Except for the Student Service Coordinator, teachers are required to perform break time supervision duty. This helps teachers in attending to a situation involving a student, if the matter is brought to their attention. At all times, whilst on the premises, the welfare and safety of students is paramount.

9. STUDENT DRESS CODE

The school considers proper attire of the students important for a positive, safe and disciplined campus life. It is mandatory for all students to strictly adhere to the dress code prescribed by the school. It is believed that school uniform promotes improved behavior and better learning environment.

Purpose of School Uniform

- Maintain campus tranquility.
- Eliminate unnecessary distractions and peer pressure.
- Enhance discipline and sustain an environment conducive to learning.
- Ensure school safety.
- Enhance school pride.

Dress Code

The school dress code is outlined below. Parents and students are informed of these rules. The following procedure will be followed for non-compliance:

1. A student of grades 4-12 will be given notice of non-compliance verbally. For students in grades KG to Grade 3; the floor monitors will take note of those students in non-compliance and keep written records.
2. The second time the student is found in non-compliance (of any one or different school dress code violations) a notice will be sent home to the parent. This applies equally to students in all grades, Nursery to Grade 12.
3. The third time a student is found in non-compliance; the parent will be called to pick up the student and the student will not be admitted to class until they have complied with the dress code. For students in grades to Grade 3; the parents will be called to pick up the student (The student will remain in class until the parent arrives.).
    - All students must wear their school uniform daily.
    - Students should attend to their personal hygiene, including but not limited to: o Bathing regularly o Keeping fingernails short and clean
    - Girls are not allowed to wear nail polish to school.
    - Hair must be clean.
    - Boys may not wear long hair (this includes ALL students Pre-K to Grade 12).
    - The Boys' School Principal will be the final authority on what is constituted as 'too' long.
    - Girls may not color their hair or wear their hair "open"; it must be tied back.
    - Finally, students must wear their Identity Cards to school daily.

10. STUDENT LEADERSHIP POLICY

Asia International School, leadership is an important sector for student learning. We believe that each student has the potential to exercise leadership. The goal is to have students understand what is involved in ethical and effective leadership, and to assess and develop their own abilities so that they are more confident and are able to lead when required.

Student leaders create an impact on the quality of student life by enhancing the school environment and make a difference to the community.

Policy Statement

Asia International School provides opportunities for students to develop skills and experience leadership in a variety of contexts. Student Council Representatives will take an active role in the policy making process and the Student Prefect Body will actively engage in ensuring discipline in the break time and during events and celebrations in the school.

Student Council Representative:

Student Council representative is comprised of students from grades 7 to 12.

- Each class elects one student to be their representative, thus, creating a Student Council Committee.
- After the committee is formed, a school-wide election is held to choose 3 students to lead the student council committee. They represent the Student Council Administration and hold the following positions:
    - President
    - Vice President
    - Secretory

Criteria of Student Council Administration:

- Must be a leader.
- Must be willing to speak in front of groups.
- Must be able and willing to fulfill responsibilities.
- Be prepared to give the nominating speech in front of his / her classmates before election.

(Candidates are not allowed to bring any campaign "treats" (candy, cookies, stickers, pens, etc.) to school during the election day. You want to be elected because you are the best person for the job, not because you gave something to your classmates.)

Student Council Representative Responsibilities:

- Represent their class students.
- Responsible for helping solve problems within the classroom.
- Refers to class teacher in case of major problems and then to the principal.

Role of the President

A student council president needs to know how to handle many types of situations, be mature, organized, have sound judgment, and possess an ability to work with many different kinds of people. A student council president who lacks the leadership ability to direct council affairs may face an unmanageable student body or council.

Keeping the delicate balance between leading the student council and encouraging other officers, members, and interested students to take on leadership responsibilities is a challenge. In addition, the

practical side of being president requires energy, careful management of time, and a good relationship with the student body.

Responsibilities of the President:

- Lead student council meetings.
- Coordinate the work of the council through the other officers and committees.
- Give assistance, guidance, and praise when appropriate
- Act as a facilitator of group discussions by summarizing, clarifying, etc.
- Know basics of meeting procedures to ensure smooth meetings
- Maintain frequent contact with faculty and administrators
- Work closely with the student council advisor on all planning
- Keep the principal informed of the student council activities.
- Attend community group meetings such as PTA to serve as a spokesperson for the student council.
- Speak at local events or meetings when required.
- Call executive meetings, as needed.
- Participate in student's council sponsored activities.

Role of the Vice President

The role of the vice president must be defined with the president. The vice president can become the right hand assisting the president.

Outline of Vice President's Responsibilities:

- Work closely with the president.
- Assume the president's duties in their absence.
- Coordinate the work of the committee.
- Assist the president in preparing meeting agendas.

Role of the Secretary

The duties of the secretary are much more comprehensive than simply taking minutes. The secretary will need to attend every meeting to get all student council information, or arrange another member of the committee or an approved substitute.

Responsibilities of the Secretary:

- Prepare and distribute the agenda for meetings.
- Take roll of the attendees at the meeting.
- Take minutes of the proceedings of all student council meetings.
- Receive all main motions and amendments proposed during a meeting to be included in the minutes.
- Prepare minutes of the meeting in a timely manner.
- Maintain the files of original agendas and minutes.
- Type all required letters of the president, vice president, and advisor.
- Maintain contact information of the people with whom the student council regularly works.
- Send thank you notes, cards, or correspondence to teachers, administrators, and support staff Members.

Student Prefect Body

Selection procedure

The school appoints Captain, a Vice-Captain and Sports Captain and Sport Vice-Captain I each year. At the beginning of each academic year, selected students are nominated by their teachers based on the following qualities.

- Leadership qualities
- Decision making ability/experience/records
- Behavior
- Academic achievement
- Interest in sportsmanship
- Effective communication
- Desire to serve the school

Students are appointed following a rigorous selection process which includes an individual interview with selection panel, comprising of Academic Director, Principal, Coordinators and senior teachers.
The selected leaders take an oath are sworn in as office bearers of the Student Leadership Prefect Body and are presented with badges of honor by the Academic Director in the Investiture Ceremony.

Responsibilities of the Captain/Vice Captain

Captains are expected to be responsible role models at all times, following school rules, always taking pride in wearing the badge and being punctual. They are responsible to:

- Represent the interests of the student body and to representing the school.
- Coordinate with teachers in organizing school events.
- Help students make a proper line during assembly or dispersal.

Duties include, but are not limited to:

- Represent the School in public forums such as assemblies.
- Act as ambassadors for School Community, and represent the student body.
- Communicate and meet regularly with the teacher mentor, Principal and Counsellor.
- Captains are mandated to make a difference as a result of their able leadership.

The Sports Captain Duties of the Sports Captains include:

- Working with the games teacher to communicate a vision for the Sports Department
- Being actively engaged in personal sporting pursuits and exhibiting exemplary sportsmanship on all occasions
- Taking a leadership role in planning and organizing school sports events
- Motivating the students to actively participate in sports

Monitoring student leader performance

A designated staff member assumes a mentoring role and assists student leaders with developing action plans, generating ideas, helping to navigate through departmental and school policy/procedures etc. They meet with the student leaders, provide support, plan upcoming activities, and monitor. Students have a heavy study load and some students might feel added stress associated with being a student leader. Regular connection with the mentoring teacher enables a proactive approach towards student health and wellbeing of the school.

11. STUDENT COUNSELLING POLICY

AIS is committed to empowering students to be confident, self-reliant and resilient. It aims to ensure the students have a positive mental wellbeing. The counselling service provides a confidential, safe, nurturing and personalized approach for students to explore difficulties they may encounter, complementing the support within the wider school community.

The purpose of counselling

Counselling provides an opportunity for individuals to talk in confidence, about things that are worrying them or affecting their day-to-day life. The Guidance Counselling Service is an interactive learning process between the counselor and student, whether individual or group, which approaches, in a holistic way, personal, educational and/or vocational issues. Moreover, the availability of a counselling service can support individual students inside and outside the classroom context and the disciplinary structures in the school. Competitiveness, bullying, social exclusion, family crisis, scholastic under-achievement, abuse, peer pressure, and racism are some of the problems which can be assisted with the support of counselling.

School Counselor

Counsellors are trained to listen, without judging, and to help the person to resolve their thoughts and feelings and gain a greater understanding of themselves and their situation. The counsellor has many years of experience of working with young people and is approachable, has good listening skills and a manner that encourages a climate for safe and trusting relationships. The counselling sessions of common issues for students are usually bullying, parental separation, stress, friendships, change, bereavement, distressing traumatic events and anger. The counselor also addresses educational, physical, social, behavioral or family problems. The School Counselor will work within the school's child protection policy.

Confidentiality

A key feature of the service is that information discussed in the counselling session is treated confidentially with the respecting of the student's privacy and autonomy. Counselling is a time when the individual needs to feel secure to talk about their concerns without the fear of the conversation being shared. This promotes a trusting therapeutic relationship between the counselor and the student/parent/staff member.

Record Keeping and Assessment

The counselor will keep a formal record of students who access the service and a brief description of the presenting issue. Where the student is referred, a referral form will be kept on file. All student records and reports will be stored in a locked cabinet in the counselor's office. The file will contain the number of sessions attended and a note of any follow up action required or agreed by the counselor, school management, or parents.

Statistical data will be collated on an annual basis and no student will be identified within the data collected.

- **Individual Counselling -** is an interactive process which includes counselling, assessment, information and advice to discuss any behavioral, emotional or family problems or issues. Along with any educational, personal and social development issues affecting on the student. The number of sessions offered must be based on the need of each student.
- **Group Counselling -** is a broad term covering types of counselling for more than two persons. In group counselling members listen to, support and challenge each other and thus, learn to be open, constructive, and assertive to experience how others see them.
- **Peer Counselling -** occurs on limited and well-prepared occasions where students help and support each other on educational and vocational topics but not necessarily on personal issues.
- **Classroom Counselling-** The guidance counseling is set out to reflect the needs of the students at

all stages of their school life and to identify the needs of each specific year group and design a program which meets those needs.

Parents' meetings with the school counselor

It is important that parents are made to feel free and welcome to come and visit the school counselor. An appointment system is the best operational mode in this way. Also, as part of overall school information e.g., school notices, parent-teacher meetings, open houses, enrolment days etc. information regarding guidance and counselling is made available as required. In exceptional circumstances, where a meeting in the school is not possible, there should be contact either by telephone, by text or e-mail to provide any updates needed to discuss with the counselor.

A Counselling Committee Guidance provision is an integral part of all aspects of school life. Guidance includes all support services within the school. All teachers and support staff have a part to play in the planning and delivery of the school's guidance plan.

A Counselling Committee is assigned each year by the School Principal including the Academic Directors, School Counselor, Vice-Principals and some active teachers or supervisors.

Referral procedures to the counselor

Referral by staff can only come through the principal. A referral form will be completed by teachers and passed on by the Principal to the Counselor. Any member of staff may approach his/her principal to request a referral form for a student. In some cases, students may self-refer and the School Principal or Parents may refer students directly to the school counselor.

12. 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 main objective 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 they may 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 best strategies for formulating their future 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 by their parents in planning and making informed decisions for their education and career pathways.
- Networking with relevant agencies, individuals, parents to manage, organize and coordinate guidance activities 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 Universities from around the world.
- Attending UK Universities' Career Fair organized by the British Council.

13. ADULT ADVOCATE POLICY

Adult Advocate shall assist students in meeting personal and academic needs through a meaningful and sustained personal relationship. She/he shall share the vision of the students and guide them in their decisions. An advocate is a person who empowers their students. They give advice, encouragement, or a listening ear. Teachers, administrators, and school staff can be advocates for students while they are in school.

Purpose

Purpose of Adult Advocacy Program is to identify the varied learner needs and help them to overcome the weakness, substantially improve learner achievement and ensure all round personality development of students through excellence in education, to prepare youth who are healthy, productive and well-adjusted members of society.

An advocate/mentor never takes the place of a parent — they simply provide a positive role model for the child. Advocacy is about empowerment. An Advocate lets a student know that they have someone that believes in them.

The supportive teacher-student interactions are vital to emotionally stable classrooms. Adolescents will experience more developmentally-appropriate opportunities to exercise autonomy in their day-to-day activities and will have more positive relationships with their peers.

Duties of Adult Advocate Adult

Advocates concentrate more on

- Students who face difficulties in keeping up with the expected levels in:
    - Attendance
    - Grades
    - Discipline
    - Motivation
    - Emotional stability
    - Support and guidance
- Monitoring the students and ensuring that they receive the support they need to stay on track and to show progress.
- Adult Advocates communicate with the students, set goals, make plans and also call the families (if required) by linking students and their families to school and community resources.
- Monitor and evaluate student progress including attendance, academic, behavioral data and discipline.
- They build a positive school climate and socio emotional system of support for the students by promoting and motivating students for self-improvement.
- They communicate to the discipline committee or with administration or the counselor about any behavioral issues and recommend or request for appropriate action.

Adult Advocate of Grade 1 to Grade 3:

Adult Advocate for grade 1, 2 and grade 3 are:

- Level 1: Homeroom teachers
- Level 2: All teachers
- Level 3: All administrators
    - School Principal
    - Academic director

- Student Counselor
- The Principal of Lower Primary (Grades 1 to 3)
- Student Services Coordinator

The age of the students is between 6 years to 8 years. The Adult Advocates counsel the students during classes, in the break time or in the morning from 7:15 a.m. to 7:45 a.m. Primary teachers are assigned as Adult Advocate for the following reasons:

- They know the students very well and the students are comfortable enough to discuss their problems.
- They are available for the students throughout the day.
- They monitor the behavior of the students, advice and encourage them to observe the school code of conduct.
- They form a meaningful personal relationship with the students.
- Teachers, and vice-principals follow up with students' academic performance throughout the academic year.

Adult Advocate of Grade 4 to Grade 7

Adult Advocates for grade 4 to grade 7 are:

- Level 1: The class teachers
- Level 2: All faculty
- Level 3: All administrators
    - School Principal
    - Academic Director
    - Student Counselor
    - The Vice-Principal for Grades 4 to 6 Primary Level
    - Student Services Coordinator

The age of the students is between 8 years to 12 years. They counsel students during the break time or in the morning from 7:15 a.m. to 7:45 a.m. The class teachers are assigned as Adult Advocates for the following reasons:

- They are aware of the student's personal interests and their background.
- They conduct classroom discussions which enable the students to voice their concerns.
- They implement social and emotional learning opportunities which improve the students' ability to understand their own and others' emotions as well.
- They are aware of the classroom dynamics. They try to diffuse the tensions that may exist between the students.

Adult Advocate of Grade 7 to Grade 12

The age of the students is between 13 years to 18 years. Students in this age group pass through a transitional stage. Adult advocates can play a major role in helping them cope with anxieties related to adolescence by providing social and emotional support and help them focus on their goals. Three keys of social and emotional aspects that affect teacher- student relationship is:

- Connectedness
- Availability
- Communication

Based on these factors, Adult Advocate is assigned to the students. They counsel the students, they give advice, encouragement. They also help students to set goals, solve problems, and make good choices.

Adult Advocates for Grade 8 to Grade 12 are

- Level 1: The class teachers

- Level 2: All teachers
- Level 3: All administrators
    - School Principal
    - Academic Director
    - Student Counselor
    - The Vice-Principal for Grades 7 to 12 Secondary Level
    - Student Services Coordinator
- Level 4: Student Council Peer mentoring by the elected Class Representatives of each class.

14. STUDENT HEALTH AND SAFETY POLICY

Introduction

The health and safety of students at Asia International School is of paramount importance. The clinic nurse provides 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 be attending school on that day.
- To make the staff aware of the procedure if they suspect a child who is unwell or has an infectious disease.
- To give guidelines related to communicable diseases and illness within the school and actions to be taken.

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 various degrees of severity.

Health Record & Management Policy

- A legible, complete, comprehensive and accurate student medical record is maintained for each Student.
- Medical record includes recent history, progress notes, and imaging reports as well as communication with 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 the Ministry 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 health

care.

- Documentation of any nursing assessments completed.
- Documentation of health care provider's orders, if any, and parental permission to administer medication 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 in the 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 transferred to 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 inform child's parents about administering medication.
- Parents will be informed immediately if their child is unwell and needs to be collected from the school at 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 start of 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 in advance.
- Parents who wish to avail the vaccination shall complete the consent form and return it along with the original 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 to the 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 a locked 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 this temperature 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., right person, 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, Allergic reaction, 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 collected after 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's name, 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 soon as 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 clinic staff will immediately medicate the child and begin sponging or bathing him/her to reduce the intensity of the fever. Parents will be told to come into school immediately.
- For contagious illness the Ministry of Health has clearly documented guidelines for those

conditions which 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 for the 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-borne transmission	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 fluid transmission	Through blood transfusion, tattooing, ear piercing or sexual intercourse	• Hepatitis B • Acquired immunodeficiency syndrome (AIDS) • Congenital infection from the pregnant mother to the fetus. • 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 the infective 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 of infection.

- 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 in the school and in the community.
- Educate all members in the school on different ways of avoiding infection and communicable diseases including 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 functionality and 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 the school 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 not regain 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 in a 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 school nurse.
- 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 other particles 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 shampoo to 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, treatment and 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 it is 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 made available for parents.

Coughing and Sneezing

It easily spreads infection. Children and adults should be encouraged to cover their mouth and nose with a tissue 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 episode of 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 excluded from 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, informed of symptoms and advised to see the doctor for confirmations of diagnosis if they haven't already done so.
- Young children are not necessarily able to adhere to strict hygiene measures and therefore could spread the 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 their doctor.

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.

15. 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 and possess the strength of mind to remain calm in panic situation and handle the situation in a sensible and most appropriate manner.

A crisis is generally a situation that arises suddenly and unexpectedly disturbing the balance of the individual or 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 school setting 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 due to 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 enough to 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 for necessary intervention.
- **Support to individuals and groups:** to provide effective counseling to facilitate adjustment of individuals and groups, and to mitigate post-incident delayed reactions.
- **Empowerment of students' response capabilities:** to enhance the students' personal growth through effective 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 Crisis Management 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 emergency situation.
- 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, as soon 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 the following:
    - 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 information to 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 to the 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 safer place or getting help from security staff. Students are accustomed to responding to directions, so give them 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 between students 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 Procedures

Gas

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 that all 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 building under 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 Leader

Tasks 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 Members

Tasks 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 the community.
- Determine if additional support from community agencies is needed.
- Develop a strategic crisis plan and arrange the implementation procedure and the division of labor.
- 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 group counselling 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 procedures for 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 or staff 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 changes in 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 ancillary rooms; 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 class list /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 facilitate group 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 and problem 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 regular interval 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 other purposes.
   If the electric warning system/ the fire alarm fails, a school bell and/or any other improvised gong is used.
5. **Evacuation routes** Every staff member is well acquainted with the evacuation routes of the class or classes 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 several strategic 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 leave the 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 telephone with 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 each term.
2. It is necessary to familiarize pupils with the correct procedures to evacuate from the buildings in 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 the building.

16. 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 or depressed 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 ignored by 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 threatening Environment.
- To make students feel confident that there is someone who will listen to their problem and provide them with suitable help.
- To reassure the students by offering continuous support and restoring self-esteem and confidence among 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 counselor 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 counter this, 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 emotional upset 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 work associates of any difficulties and possible remedial actions.

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 of each 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 or designee 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 for consultation.
- Notify the Managing Director, Department of Facilities, Lab file, Principal's office.

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 to parents.
- If appropriate, arrange for counseling assistance for students and staff.
- Call for an emergency staff meeting. Preventative activities which may help avoid child napping situations are as follows:
- The school secretary should have at her desk a list of students who are not to be released to anyone 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.

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 should visit 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.

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.

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:

1. Sound alarm. Evacuate building if serious threat of danger. Prior arrangements should be made for the evacuation of any students or staff members requiring assistance.
2. If there are injuries, notify necessary rescue personnel. Provide first aid through school personnel, such as school nurse, nurse's aide.
3. Call the Civil Defense Office and notify of incident and actions taken.
4. 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 who have evacuated the building.

5. 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.
6. Prepare written memo for staff to advise about the follow-up procedures. Send letter to the parents
7. Call emergency staff meeting for follow up.

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.

17. ASSEMBLY POLICY

Asia International school believes that assemblies are fundamental in promoting the philosophy of the school and providing students with an opportunity for collective reflection and the consideration of spiritual, moral, social and cultural issues. Assemblies will also take into account of current local, national and global issues that are topical and student's awareness is essential to their personal and collective safety or their role as local or global citizens.

Based on these values, the assembly program will:

- Develop an understanding of our own characters, strengths, and weaknesses.
- Develop self-respect and self-discipline.
- Clarify the meaning and purpose in our lives and decide, on the basis of this, how we believe that our lives should be lived.
- Encourage us to strive, throughout life, for knowledge, wisdom and understanding.
- AIS is committed to develop skills of citizenship and assemblies provide an opportunity to share community values and success.
- Assembly program at AIS incorporates large school gatherings which are a part of the school tradition.

Principles

- All year groups will have at least two assemblies per semester.
- Student involvement in assemblies is actively encouraged and themes are used as a basis for Drama clubs, science clubs, environment clubs and international days. e.g. anti-bullying week, health week.
- An orderly entry into the assembly hall is essential for every assembly.
- Investiture ceremony, annual prize giving ceremonies etc. take place annually. These gatherings include music, speeches and role plays which provide key opportunities to celebrate success and achievement at all levels. School Director, School Principal, Academic Director, Vice Principals and staff attend these assemblies.
- Saudi National Day remains the school's largest collective gathering. This assembly celebrates the formation, history and traditions of the Kingdom of Saudi Arabia and is held annually on the 23rd of September. The celebration of our school includes a Quran Recitation, News, thought for the day, drama presentations with moral message, Pep talk etc.
- Some assemblies incorporate International Days such as World Health Day, World Environment Day
- Many assemblies, but by no means all, incorporate a moment of quiet reflection that relates to a moral/topical issue focus affecting students' roles as local and/or global citizens.

Roles and Responsibilities

- The Activity in charge has overall responsibility for the assembly program including mapping assembly themes when appropriate, organizing the assembly meetings (including senior staff assembly program). Records of assemblies are kept for checking quality and themes delivered.
- Principals are responsible for overseeing the assembly program for their respective departments.

Monitoring

- The Academic Director shall work on the quality assurance for the assemblies.

18. SPORTS POLICY

School shall promote participation of students and staff in physical education and sports. The aim is to develop a school wide approach to the promotion of sports. School shall organize sports activities with the assistance of the Physical Education instructor and other staff.

Procedure

The PE instructors prepare a schedule for the PE classes and develop a plan for conducting tournaments within the school and inter-school. Students are taken to local sports clubs for athletics, swimming and football.

Aim

- Promote health and fitness.
- Instill the spirit of leadership, teamwork and the ability to accept both defeat and success.
- Create interest in sports so that students may pursue the sport of their interest at national and international level.
- Inform students of different opportunities and facilities available.

Sports offered in the school

- Foot ball
- Table Tennis
- Badminton
- Athletics
- Basketball
- Volleyball

Events organized in School

- Inter – class matches in football, table tennis, basketball, volleyball.
- Inter school matches
- Sports Day

19. EXTRACURRICULAR POLICY

Extra-curricular activities are activities performed by students that fall outside the realm of the normal curriculum of school. They are an integral aspect of school life and are a means of developing knowledge, positive attitudes and effective human relation skills. School activities coordinator and other staff carefully plan and supervise activities to ensure improved confidence level of students and also instill skills such as team spirit, sportsmanship, endurance etc. They help discover and actualize the latent potential in individuals.

The Activity Coordinator oversees all the activities and organizes several awareness programs with the help of parents and the community.

Objective: The objective of extra-curricular activities is to enhance and extend student learning and experiences beyond the academic courses offered in the school.

The objective of these activities is to realize the overall goal of school education i.e. all-round personality development of students.

Aim:

- To conduct activities which develop life skills.
- To teach the values of co-operation as well as the spirit of competition.
- To help develop pride and interest in and appreciation for the school.
- To teach self-discipline and good sportsmanship through competition.
- To provide an incentive for students to attend school regularly.
- To teach sound health habits and safety techniques in all sports and extra-curricular activities.

Extra-curricular activities are categorized under the following headings:

- **Literary activities:** debate, quiz, science projects
- **Physical development activities:** sports, games.
- **Aesthetic and cultural development activities:** arts, table setting, fruit carving
- **Civic development activities**
- **Social welfare activities:** cultural programs, awareness programs
- **Leisure time activities:** library, conversations and craft work
- **Educational trips:** annual trips

The school organizes debates, quizzes, spelling bee competition, elocution, essay writing, fruit carving, table setting, re-cycling, poster making, drawing and coloring, etc. Science and Art exhibition is organized every year in addition to sports activities. These activities develop leadership qualities and also caters to different needs of students.

20. 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 mobile phones to school.
- If the student repeats the act the second time, a written warning is issued.
- If a student is caught possessing the mobile the third time the phone is confiscated by the school Principal.

Teachers

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

- Teachers should ensure that mobile phones are always on silent while on school premises.
- They should be kept in a locker or bag and not be taken to the class.
- As a rule, employees are not permitted to make/receive calls/texts or play games on the mobile phones while in classroom.
- If an employee has a particular reason for a specified period, they may do so in their 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).

21. 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.

22. PARENT-TEACHER RELATIONSHIP POLICY

A parent and teacher relationship are 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 taken into 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 system
- 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 council
- 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 visits to universities, factories etc.

23. TRANSPORTATION

Objective:

It is the policy of Asia International School to provide transportation to students in a manner that will protect their health, welfare, and safety. The school administration recognizes that transportation is an essential part of the school's service to students and parents. This policy is to inform students, parents, teachers and bus drivers of the rules and regulations of school bus transportation at Asia International School.

Conduct on Bus

Asia International school bus safety rules are to be posted on every bus. If these rules are broken, the school's discipline procedures are to be followed. Consequences are progressive and may include suspension or termination of bus privileges. It is the school bus Monitor's responsibility to report unacceptable behavior to the Student Services Coordinator using the bus referral form.

Bus Stop Rules

- Arrive at your bus stop AT LEAST five minutes before the scheduled pick-up time. The school bus driver will not wait for late students.
- Respect the property of others (homes, lawns, etc.) while waiting at your bus stop.
- Keep your arms, legs and belongings to yourself.
- Use appropriate language. No fighting, harassment, bullying.
- Stay away from the street, road or highway when waiting for the bus.
- Wait until the bus comes to a complete stop before approaching. Once the bus driver signals you, you may cross the street to get on the bus, if necessary.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you and signal oncoming traffic.

Rules on the Bus

- Immediately follow the directions of the driver the first time.
- Sit in your seat facing forward with your feet on the ground.
- Talk quietly and only to those in your seat – students should not yell across the bus.
- Be courteous.
- Use appropriate language and actions. No pushing, kicking, swearing, or yelling.
- Keep your arms, legs and belongings to yourself.
- No fighting, harassment, bullying
- No throwing objects, inside or out of bus.
- No eating, drinking.
- Do not bring any mobile phones on the school bus.
- Do not damage the school bus.

Consequences

- Consequences for school bus misconduct will be applied using Asia International School bus discipline procedures, but note that some situations may cause for alternative consequences. The school administration team will notify parents or guardians, students, and bus drivers of any suspension of bus privileges. The bus driver does not determine if a student is suspended from the bus.

Before writing a referral, the bus monitor should try 3 strategies to redirect the behavior.

- Have a private conversation with the student about their actions and review expectations.
- Talk to the parent in person, phone, or sending a letter home.
- Move the student's seat on the bus.

Bus Referral Protocol

- 1st Referral: Repeated offenses that violate the bus rules. Student will get a warning. Parent will be notified.
- 2nd Referral: Repeated offenses that violate bus rules. Student will perform acts of kindness during choice time for the bus or bus driver for 3-5 days.
- 3rd Referral: Repeated offenses that violate bus rules. Student will be suspended from the bus for one day.
- 4th Referral: Repeated offenses that violate bus rules. Student will be suspended from the bus for three days. Parents will need to come in for a meeting with the administration and bus monitor prior to the student returning to the bus.

Parent And Guardian Responsibilities

- Provide the school office with proper student information including the home address, the home telephone number, and the telephone number at which the parent/guardian may be reached in the event of an emergency.
- Instruct your children to be at the school bus stop at least 5 minutes before the scheduled pick-up time. Under no circumstances should students arrive at the bus stop more than 10 minutes prior to the scheduled pick-up time.
- Students that are in Kindergarten- Grade 3 need to have a parent meet them at the bus stop during drop-off. Students in grade 4-12 may get off the bus on their own and walk home.
- All changes in transportation must go through the front office – changes reported to teachers or other staff will not be accepted.

School Bus Monitor Responsibilities

1. **Relations with Students:** Bus Monitors will treat students with respect and will refrain from any conduct, which is intended or could be perceived as demeaning, intimidating or harassing.
2. **Relations with School Officials:** School officials can and will be of considerable assistance to Bus Monitors. They are trained in the education of students and it is in their best interests that control and discipline be maintained on the bus. Therefore, it is very important monitors have good relationships with the school officials and give them full cooperation.
3. **Relations with Parents:** Monitors must deal with students and parents in a polite, professional and considerate manner.
4. **Student Discipline:** Although Bus Monitors are responsible for maintaining order on the bus they must always remember that the types of actions they may use are governed by school discipline policy. Monitors must never, under any circumstances, use corporal punishment. Monitors have no authority to deny a child the privilege of riding the bus, or drop the student at other than the designated stop. Any denial of bus riding privileges can come only from the school authorities.
5. **Discipline Referrals:** Bus Monitors must follow the bus referral protocol. All referrals are to be submitted to School Services Coordinator. The behavior must be continuous and the monitor must implement three strategies to redirect behavior before submitting a referral.

Responsibilities of Bus Monitors:

- Bus Monitors will be the first to board the bus in morning and the last to be dropped in afternoon.
- They are responsible for supervising children in the school bus.
- Essential work duties of a Bus Monitor are collaborating with the bus driver and monitoring the behavior of students on bus.
- Taking disciplinary action when needed.
- Assisting students with physical disabilities.
- Making sure all passengers are properly restrained while riding the bus.
- Resolve routine communication problems with parents, students and report to school administration.
- Physically assist students in evacuation of the bus in a timely manner in case of emergency.
- Attend to the needs of students and inform school personnel of unusual behavior or health problems.
- Prepare incident reports and make sure all student information is kept current.
- Bus monitor must stay alert at all times. She must report if there is any reckless driving being practiced by the driver.
- DO NOT SLEEP WHILE DOING THE BUS DUTY.

Student Responsibility Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus.

24. 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 bibliographic guides to the contents of the collection.
- To investigate the changing educational needs and to provide access to information, programs and services.
- To provide fiction, reference and research resources by printed and electronic modes. Criteria Asia International 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 Dues and 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 materials are 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 part of the student's permanent file.
- Any items checked out at the time a student withdraws from school must be returned and paid for upon withdrawal.

Behaviors Prohibited in the Library

- Disturbing the peace including loud conversations or any behavior that willfully disrupts the orderly operation 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 personal possessions.

25. LABORATORY POLICY

The information presented herein is intended for all students and staff working within the equipment-related laboratories 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 regard for 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 suggested practical 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, Bunsen burners, 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 plan diagrams, refrigerator for enzyme and plant storage.

Physics laboratory Meter rulers, voltmeter, Vernier calipers, rheostat, magnets and simple pendulum, for different 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 the presence of the teacher.
- Do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.
- Perform only those experiments authorized by your teacher. Carefully follow all instructions, both written and oral. Unauthorized experiments are not allowed.
- Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages.
- Be prepared for your work in the laboratory. Read all procedures thoroughly before entering the laboratory.
- Always work in a well-ventilated area.
- Be alert and proceed with caution at all times in the laboratory. Notify the teacher immediately of any unsafe conditions you observe.
- Dispose of all chemical waste properly. Never mix chemicals in sink drains. Sinks are to be used only for 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. Wash your hands with soap and water after performing all experiments.
- Do not wander around the room, distract other students, startle other students or interfere with the laboratory 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 any electrical 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, no matter 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 for at least 20 minutes. Immediately inform the teacher.

26. 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 student laboratory.

In addition, the following policies apply:

- Use of Asia International School's Student Lab facilities is limited to current students, faculty, and staff. 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 to provide 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 any programs.
- AIS Information Technology Department assumes no responsibility for lost or corrupted data on any PC.
- Students should limit their time on the computers to class duration unless there are no other users waiting.
- 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 asked not 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 referral to 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 staff and 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.

27. MAINTAINENCE

The school strives to ensure a safe, hygienic and healthy environment for all stakeholders to work effectively with 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 in compliance with applicable life safety and building regulations.
- It maintains a clean and hygienic environment free of pests and unhealthy conditions. Conducts security 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 of facilities, utilities and equipment.
- Housekeeping Supervisor coordinates and ensures a clean and hygienic environment. Maintenance is of 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 related equipment
- 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 the premises.

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.

28. PHOTOCOPYING

Photocopying personnel shall ensure timely and steady supply of photocopied material for smooth and uninterrupted 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 signed by 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.