

*Adab Iranian Private School*  
*(AIPS)*

*Admission*  
*Policy*



*2016-17*

# IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

## Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

## Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

## Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

## Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

## Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

## Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

## Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

## Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

## Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.



## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



**We welcome students of all abilities, nationalities, and religions who are likely to benefit from the rigorous academic, personal, and social programmes on offer.**

**We are proud of our visible commitment to diversity and international mindedness.**

- We take our responsibility for your child's academic, social, and personal growth very seriously. In order to serve your child's individual needs and to support his or her transition to our school, it is important that we have complete information regarding previous academic experience and pastoral welfare.
- Our school actively seeks to nurture the holistic development of your child. Where your child has a gift or talent then this should be identified and recorded on the online application form.
- The international section of school provides an international English-language education. Although fluency in English is not a criterion for admission, assessments are set in the English language.
- The school is inclusive and has a learning support programme, addressing the individual needs of all students including special needs, gifted and talented and English language learners. Parents or guardians of any applicant having a specific need must submit complete reports with their application. These might include Individualized Education Plans (IEPs), or reports from health professionals. In the case where a child's specific need has not been previously identified, the school reserves the right to review the situation in order to assess the capacity to address his/her needs within their existing level of provision.
- The school adheres to UAE law and KHDA guidelines. Please refer to Parent School Contract, Section 1

# Section 1

## Parent – School Contract

### *Introduction:*

A constructive relationship between the school and families is key to ensuring that the students' well-being is at the core of an effective educational experience. It is beneficial for both parties, the schools and the families, if these constructive relationships are based on agreed terms and conditions set out clearly in a contract form.

In addition to this contract, schools should have effective procedures to address and mitigate parental concerns and complaints, while at the same time parents should also be recognized and used as a valuable resource in the educational experience of their children.

To ensure that all parties in this relationship are aware of their duties and responsibilities, families are required to read this document carefully and to ratify it only after all queries have been addressed by the school.

The terms and conditions stipulated in this contract are a reference for dispute resolution. KHDA will uphold the agreement stipulated in this contract when a party refers a matter to KHDA for deliberation and endorsement.

### Definitions:

- 1 **Authority or KHDA:** The Knowledge and Human Development Authority.
- 1 **Child:** the child or children (at any age) admitted by the school to be educated and whose name appears in this document.
- 1 **Contract:** this document.
- 1 **Educational Services:** the services that the school provides in order to support the learning and development of the students.
- 1 **Parent:** both parents of the child when both have the legal standing of guardians or are the legal guardian by court order.
- 1 **Policies:** the principles, guidelines and/or rules adopted by a school and shared with all stakeholders for the purpose of achieving specific objectives. These objectives could be related to any issue pertaining to the operation of the school, such as academics, health and safety or students' behavior.
- 1 **School:** Al Adab Iranian Private School for Boys
- 1 **School tuition fees:** any amounts owing to the school for a student's enrolment, education and related activities at the school. These fees are clearly communicated and are stipulated in this contract.
- 1 **Student(s):** all those who are admitted and registered at the school to be educated at any grade level.
- 1 **Third party:** the provider, other than the school, of a specific service for the students via the school.

**DSIB Rating for Al Adab Iranian Private School for Boys(2015-2016) is Acceptable.**

### 1. Admission:

The management of Al Adab Iranian Private School for Boys is pleased to offer ..... a holder of Emirates ID no. .... enrolment in Grade/Year ..... for the academic year 2016-2017.

### **Student Special Support**

To ensure a productive learning experience for all students at the school, including those with special needs, it is essential that the school and the families work in partnership. This is defined by certain expectations from both parties to set the condition for a successful identification and support mechanism for the students.

### **Parents are expected to:**

- n Provide the school with copies of all medical, psychological or educational assessments or reports before entry to the school. Such materials are a prerequisite in enabling us to provide the best education for your child. Failure to disclose any such information, including the deliberate withholding of information, may result in your child not making the expected progress in school.
- n Notify the principal in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has a learning difficulty, and the parents must provide the school with copies of all written reports and other relevant information. Parents will be asked to withdraw their child if, in the professional judgment of the principal and the child's teachers, and after consultation with the parents and with the student (where appropriate), the school suspects that such vital information about special needs has been deliberately withheld.
- n The last step on registration SEN students is the principal's acceptance considering all the documents and medical certificate of the student. Each ESN student has to submit a checkup paper from the clinic regarding their physical and mental health.
- n Refer to the school's policy on "special educational needs" for full details.

## 2. Curriculum and Educational programmes:

Please refer to table below for detailed information regarding the school's curriculum and programmes. The table also indicates boards and organisations which have accredited or authorised the school. Websites are included if parents wish to seek further

Phase/ Cycle:	Curriculum/ Programme:	Accreditation/ Authorisation
Phase 1 Kindergarten	Iranian International	Ministry of Education in Iran <a href="http://www.medu.ir">www.medu.ir</a>
Phase 2 Primary ( 1 to 4 )	Iranian International	Ministry of Education in Iran <a href="http://www.medu.ir">www.medu.ir</a>
Phase 3 ( 5 to 8 )	Iranian International	Ministry of Education in Iran <a href="http://www.medu.ir">www.medu.ir</a>
Phase 4 ( 9 & 12 )	Iranian	Ministry of Education in Iran <a href="http://www.medu.ir">www.medu.ir</a>

### Curriculum Statement

- 1 KG 1 – Grade 12: Adab Iranian School follows Iranian curriculum in 2 sections: National section offers the Iranian curriculum with all the Iranian books from the ministry of education of Iran. International section offers English curriculum through teaching English language textbooks.
  - 1 The students have got the opportunity to choose between these two sections to study their subjects either in Persian language or in English language. Section A (National section) includes Iranian textbooks studies and Section B (International section) includes English textbooks studies.
  - 1 Every new student, either from another country or from another curriculum has to sit for an entry exam.
- a. **Mandatory subjects:** As per the rules and regulations in the UAE, it is mandatory for:
1. All Muslim students to study Islamic Education from Grade 1 to Grade 12 inclusive.
  2. All Arab students (registered at the school with an Arab passport) to study Arabic as a first language from Grade 1 to Grade 12 inclusive.
  3. All students registered at the school with a non-Arab passport to study Arabic as an additional language from Grade 1 to Grade 9 inclusive.

### b. Subjects offering:

Phase 1 Kindergarten	Islamic – Arabic – Art & Craft – English – Persian – Mathematics – Quran – Science – Physical Education
Phase 2 Primary ( 1 to 4 )	Islamic – Arabic – Social Studies – English – Persian reading- Persian Compostion – Persian dictation– Mathematics ( pe ) – Mathematics ( En) – Quran – Science ( Pe) - Science ( En)– Physical Education– Art – Computer Science – Geography – History – IR Social- IR Civic
Phase 3 ( 5 & 6 )	Islamic – Arabic – Social Studies – English – Persian reading- Persian Compostion – Persian dictation– Mathematics ( pe ) – Mathematics ( En) – Quran – Science ( Pe) - Science ( En)– Physical Education– Art – Computer Science - Geography – History – IR Social- IR Civic- Business & Technology – Social science & home science- Thinking & Research
Phase 3 ( 7 & 8 )	Islamic – Arabic – Social Studies – English 1 – Persian reading 1- Persian Compostion 1 – Persian dictation 1–Art & Ctaft 1 – Assitment 1 - Business & Technology 1- Computer Science – Ethic 1 – IR Arabic 1 – IR social 1 – Mathematics1 – Physical Education1 – Quran 1 - English 2 – Persian reading 2- Persian Compostion2 – Persian dictation 2–Art & Ctaft 2 – Assitment 2 - Business & Technology 2- Computer Science – Ethic 2 – IR Arabic 2 – IR social 2 – Mathematics 2 – Physical Education 2 – Quran 2

Phase 4 ( 9 & 10 )	Islamic – Arabic – Social Studies – English- Biology – chemistry & lab 1 – Education job Planning -chemistry & lab 2 -IR Arabic- IR Etich- Math- Persian Language – Persian literature – Physical Education – Physics & Lab 1 - Physics & Lab2 –Skill of Study researches- Defense prerardness- geography – Geometry – Social low – Statistics pattern making
Phase 4 ( 11 & 12 )	Islamic – Arabic – English- Biology – chemistry – Physics – Geology- Biology – Mathematics- IR Arabic – IR ethic- Persian Language – Persian literature- Algebra Probability – Calculus -

### c. Choice of educational streams:

Students of grade 10 onwards have the opportunity to choose one of the streams among three choices of subjects:

- 1 **Experimental Science**
- 1 **Mathematics**
- 1 **Human Science**

### d. Assessment policy:

Adab Iranian School follows a regular and ongoing assessment process that is a balanced assessment system, both Summative and Formative.

The students of all grades go through ongoing assessments through the academic year.

#### Kindergarten:

- „ **Ongoing assessments using different methods. including observations, inventories, checklists, rating performance and portfolio assessments**
- „ **A. I. I. S monthly framework/assessments to monitor data**
- „ **Monthly and end of the term report**

#### Primary (G 1 – Grade 6)

At A. I. I. S all assessments in primary phase are formative and focus on the defined objectives based on the “I.R. of Iran Ministry of Education, Academic and Educational Assessment procedures for Primary Schools”.

**During the assessment process, students are given one of the below criteria against the main objective of each subject:**

<b>Criteria</b>	<b>Meaning</b>
<b>Excellent</b>	student is working above the required level for this particular objective
<b>Good</b>	student has already achieved the required level and going forward to above level
<b>Satisfactory</b>	student is working at the required level for this particular objective
<b>Needs Improvement</b>	student is working towards the objective but has not yet achieved the level

#### Different assessment types are used such as:

- „ In class tests, quizzes and assessments
- „ Peer , parent and self assessment
- „ Student's portfolio
- „ Class observation /Participation

- Graded homework
  - Project work
  - End of unit assessment tests
  - Students' performance observation
  - Cambridge International Exam
- External and international testing End of year Examinations (Grade 6)

### **Middle school (Grade 7-10) International**

Assessment in middle school is formative and summative and includes on-going assessments and final examinations.

On- going assessments are conducted in the first and second semesters through a wide range of formal or informal assessments. Formal assessments usually implies a written document, such as a test, quiz, or paper whereas informal assessments may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussion.

Classroom manner and behavior is included in on-going marks

Final examinations are held at the end of first term (January) and second term (June).

### **Secondary School (Gr. 10-12)**

Assessment in high school is formative and summative and includes on-going assessments and final examinations.

On- going assessments are conducted in the first and second semesters through a wide range of formal or informal assessments. Formal assessment usually implies a written document, such as a test, quiz, or paper whereas informal assessments may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussion.

Classroom manner and behavior is included in on-going marks.

Study portion in second semester is included the first semester portion with different mark percentage (Ref. to the article 46, 55 High school Assessment Policy, I.R. Ministry of Education)

All of Grade 11 and 12 examinations are external and are sent from I.R. Ministry of Education and marked under supervision of the Iranian schools Directorate.

### **Different type of Formal progress report (Report cards) are given in below- mentioned periods:**

- At the end of each month ( twice in a semester)
- At the end of first semester (January)
- At the end of second semester (June)

### **Different types of assessment are used during G11 & 12 (Iranian National Curriculum) such as:**

- Class participation
- language presentation
- Science projects and practical work
- Written assignments and task
- Quizzes

Final Mark (100%) = On-going Assessment (50%) + Exam (50%)

Total mark =20

**e. Promotion and retention policies:**

Promotion and retention policy details are available in the school assessment policy and I.R. Ministry of Education promotion and retention policy through the school website.

**Primary (Gr.1-6 ):**

- 1 Students who achieve at least "Satisfactory" level in all the subjects are eligible to be promoted to upper grade.
- 1 Students who couldn't achieve the " Satisfactory "level at the end of second semester must follow the teacher's instruction and accomplish assigned assignments and projects in order to improve in that subject till September 6<sup>th</sup>.
- 1 Teacher can take a functional performance test to ensure students achieved the particular objective/s.
- 1 Students who achieve "Satisfactory" in at least two subjects are eligible to be promoted to the upper grade.
- 1 Students who get " Needs Improvement " in some or all subjects should retain the same grade . The final decision is upon to the teacher's and the school educational council's decision.

**Secondary (Gr.7-12):**

A student passes and moves to the next grade when:

- 1 He / she gets the minimum final mark of (50) in all subjects in second term
- 1 His/her first semester final mark + second semester final mark will be at least 100 in all subjects

Ref. to the I.R. Ministry of Education assessment policy .

**Retake ( Gr.7-12 )**

A student is entitled for retake-exams in the following cases:

- a) Failing in one or more subjects.
- b) Being absent for the 2<sup>nd</sup> term Final Exams.

**Retention ( Gr.7-12 )**

It differs based on the grades. ( Ref. to I.R. assessment policy )

If a student fails in one subject in grade 11 and 12, he has to sit for a retake exam in August. In case he fails again, he has to take the exam in January. There would be no more chances to take the exam at school.



**f. Extra-curricular activities and celebrations:**

<b>Sr. No</b>	<b>Events</b>	<b>Date</b>
1	Grade 1 Orientation	September 2015
2	First day of school Orientation	September 2015
3	School Parents Meeting	September 2015
4	Eid Al Adha	September 2015
5	World Children's Day	October 2015
6	Al Hijra Islamic New Year	October 2015
7	Reading & Library Week	November 2015
8	Students' Day	November 2015
9	UAE National Day	December 2015
10	Longest Night of the Year Celebration	December 2015
11	New year's Eve	January 2016
12	Birth of The Prophet Muhammad ( P.B.U.H)	January 2016
13	Iranian National Day	February 2016
14	Sport Day	February 2016
15	Food Festival Day	February 2016
16	Profession Day	February 2016
17	Earth Day	February 2016
18	Charity Day	March 2016
19	Persian New Year ( Norouz)	March 2016
20	Teachers Appreciation Week	April 2016
21	Father's & Mother's Day	April 2016
22	Grade 1 Alphabet Celebration	May 2016
23	International Day	May 2016
24	KG Graduation Ceremony	May 2016
25	Environment Week	June 2015
26	Grade 12 Graduation Ceremony	June 2015
27	Football & Basketball activity	Ongoing

**g. Graduation requirements:**

- „ Successful Completion of G12 , gaining all the passing scores in all subjects
- „ Studying in the same curriculum for the last three grades of high school ( Gr. 10, 11, 12)

**h. Graduate certificate:**

- „ **Iranian High school Diploma**
- „ **Pre University certificate issued & accredited by Ministry of Education of Iran**

### 3. Fees:

**It is important to note that fees included in this contract and any increases noted are in line with the Schools Fees Framework published on the KHDA website.**

- a. Responsible/authorized party for payment of fees **Parent** name .....
- b. The **Al Adab Iranian Private School for Boys** School, vouches that no additional mandatory fees will be required from parents during the academic year **2016-2017** except for fees clearly indicated in this contract.
- c. The fee structure at **Al Adab Iranian Private School for Boys** for the academic year **2016-2017** is as follows:

Grade	Section	School fees (AED)
KG 1	-	8572
KG 2	-	8572
GRADE 1	-	11020
GRADE 2	-	11020
GRADE 3	-	11020
GRADE 4	-	11020
GRADE 5	-	11020
GRADE 6	-	13469
GRADE 7	-	13469
GRADE 8	-	13469
GRADE 9	-	15918
GRADE 10	Science	15918
GRADE 10	Maths	17509
GRADE 11	Science	20204
GRADE 11	Maths	18367
GRADE 12	Science	18367
GRADE 12	Maths	20204

- d. The following are additional **mandatory** fees required for the academic year **2016-2017**:

Mandatory item	Fee (AED)	Due date (dd/mm/yyyy)	Add to installments

e. The following are additional **optional** fees required for the academic year **2016-2017**:

Selected	Optional item	Fee (AED)	Due date (dd/mm/yyyy)	Comments	Add to installments
√	school uniform	300	1.9.2016		√
√	sport uniform	100	1.9.2016		√
	extra curriculum A	1500	1.9.2016		
√	Extra Curriculum section B	5600	1.9.2016		√
√	En books	1130	1.9.2016		√
√	copy books, stationary	400	1.9.2016		√
√	health card	100	1.9.2016		√
	Qusais bus	4900	1.9.2016		
	Deira bus	4900	1.9.2016		
	Bur dubai bus	5400	1.9.2016		
	Dubai marina bus	5950	1.9.2016		
	National city bus	5950	1.9.2016		
	Merdif bus	5450	1.9.2016		
	Sharjah bus	5450	1.9.2016		
	Ajman bus	5900	5900		

f. The following additional fees apply for **mandatory** external examinations in the following Grade/Year levels:

Examination	Fee (AED)	Due date (dd/mm/yyyy)	Comments

g. Payment of approved fees is expected in **4** instalments according to the following timetable:

Status	Percentage	Amount (AED)	Date due (dd/mm/yyyy)
<b>First installment</b>	10.7239%	1000	22.9.2016
<b>Second installment</b>	24.9973%	2331	1.11.2016
<b>Third installment</b>	24.9973%	2331	1.1.2017
<b>Fourth installment</b>	39.2815%	3663	1.4.2017
<b>Fifth installment</b>	%		
<b>Sixth installment</b>	%		
<b>Seventh installment</b>	%		
<b>Eighth installment</b>	%		
<b>Ninth installment</b>	%		
<b>Tenth installment</b>	%		
<b>Eleventh installment</b>	%		
<b>Twelfth installment</b>	%		
<b>Re-registration fees</b>			Deduct from first installment √ Deduct from all installments
<b>Sibling Discount</b>	%		
<b>Staff Discount</b>	%		
<b>Other Discount</b>			Deduct from first installment √ Deduct from all installments
<b>Shift Discount</b>		9325	

h. Total fees for the academic year:

Installments fees (AED)	Other fees (AED)	Deduction (AED)	Discount (AED)	Net total (AED)
18650	0	0	9325	9325

*Private agreements to "facilitate" payments for some families are to have permanent standing, and not to be altered from year to year.*

### **Returning students:**

- i. For returning students, and according to the Schools Fees Framework, the school will charge up to 10% of the total fee amount to be paid within the time frame specified by the school:
  - i. This amount is non-refundable unless the family has to move outside the Emirate of Dubai before the start of the academic year.

- ı The school reserves the right to ask for proof that the family is moving outside the Emirate of Dubai such as an acceptance offer from another school situated outside Dubai.
- ı This amount is deductible from the first term of the academic year.

### **New students:**

- ı For new students, and according to the Schools Fees Framework, the school will charge parents up to 30% of the total fee amount to be paid within ten (10) days of the issuing of the acceptance letter.
- ı This amount is non-refundable unless the family has to move outside the Emirate of Dubai before the start of the academic year.
- ı This amount is deductible from the first term of the academic year.

### **Refunds:**

- ı For students who are withdrawn from the school during the academic year, fee deduction will be applied as per the Schools Fees Framework quoted below:
  - ı If the student attends school for two weeks or less, one month's fee will be deducted.
  - ı If the student attends school for a period ranging between two weeks and one month, two months' fees will be deducted.
  - ı If the student attends for more than a month, three months' fees will be deducted.

The school reserves the right to not re-enroll students for the following academic year when fees are repeatedly not paid on time. This will be documented by the school through the issuance of dated warning letters.

The school also reserves the right to not issue the concerned student his or her progress report and to refer the issue to the KHDA.

### **Sibling policy:**

It is the policy of the school that siblings shall receive discounted fees. The deductions apply to school fees only and do not include other fees stipulated in this contract. This is a binding promise for the 2016/2017 academic year and until otherwise specified in another binding school- parent contract. Deductions are to be calculated as follows:

<b>Sibling</b>	<b>Deduction rating</b>
<b>Sibling 1</b>	<b>0%</b>
<b>Sibling 2</b>	<b>5%</b>
<b>Sibling 3</b>	<b>10%</b>
<b>Sibling 4</b>	<b>20 %</b>

**In case of a change or cancelation of the above policy, parent will be given a notice period of one academic year**

### **Discount policy/Scholarship policy:**

<b>Sibling</b>	<b>Deduction rating</b>
<b>School Staff</b>	50 %
<b>Other Iranian Schools Staff</b>	30%
<b>Iranian Government Staff</b>	20%
<b>Special cases upon principal approval</b>	20 %

## **4. Communication:**

Effective communication is essential to building a school-parent partnership which will strengthen the student's learning experience. Communication can and should happen through different means, such as the school's website, pamphlets and/or newsletters, to target all parents. The language of communication for all schools should be available in the language of instruction at the school and an additional language most suitable to the school community.

### The responsibilities of the school include:

- „ Communicating to parents all policies, possible changes and immediate announcements.
- „ Using all contact details provided by parents to communicate key messages.
- „ Updating the information about school policies, expectations, programmes, staff and any other information deemed necessary by the school.
- „ Informing parents of their child’s progress through regular assessment reports and meetings (including 6 report cards distribution throughout the academic year along with the parents teachers meetings :
  - 4 monthly basis assessments (October – December – February – April)
  - 2 term exams (First term in January and Second term in June).
- „ The school will exercise fairness, objectivity, transparency and credibility in the assessment reports shared with parents.
- „ Providing parents the opportunity to see and review all of their child’s work and assessments.

### The responsibilities of the parents include:

- „ Supplying the school with valid and updated contact details, including home and mobile numbers, e-mail addresses and home locations.
- „ Updating the school about any changes in the contact information.
- „ Referring regularly to established means of communications for any updates about the school.
- „ Being courteous in their approach to staff when enquiring about their child.
- „ Attending meetings, conferences and reviews related to their child’s progress and performance. Failure to do so may jeopardize their child’s progress and learning experience. Parents’ level of participation, involvement and responsibility in their child’s learning will affect his or her chances for re-enrolment the following year.

### 5. Attendance and punctuality:

First academic day for students	Last academic day for students	Term Break 1	Term Break 2	Term Break 3
25/08/2016	22/06/2017	18/12/2016 to 01/01/2017	21/03/2017 to 03/04/2017	Not applicable

#### **The daily routine:**

##### Timing of the day:

KG Section: 7: 30 – 12:00 (Sunday-Thursday)

Grades 1 – 12: 7:30 – 13: 45 (Sunday-Thursday)

Morning assembly starts at 7:15 every morning. Assembly participation is compulsory for all the students.

School has no responsibility for the students arriving school before 7:00 am and staying after 2:00 pm

Students’ absenteeism and tardiness affect the school’s ability to provide effective educational services, the achievements of consistently absent or late students and disrupt the learning experiences of other students in the school.

Likewise, the attendance of teachers is imperative to securing continuous and progressive learning experiences for all students at the school. The school will secure and improve teachers’ attendance at all times and ensure that students are not left without a qualified teacher for long durations of time exceeding a week.

Parents, the students and the school must work together to improve and maintain high attendance rates.

### The responsibilities of the school include:

- n Sharing and implementing a school policy on attendance and punctuality which stresses that attendance for all students is mandatory on all the days the school is declared open.
- n Clarifying to parents and students the definition of a school day, the start of registration process in the morning, the school's expectations in relations to punctuality all through the school day, the definition of absenteeism and a list of what is considered excused and unexcused absenteeism.

### The responsibilities of the parents include:

- n Reading, ratifying and implementing the school's policy on attendance and punctuality.
- n Promoting their child's attendance and punctuality and abiding by the timings set by the school for the start and the end of the school day.
- n Understanding and upholding the school's policy which states that continued tardiness and absenteeism will result in disciplinary measures and will affect the students' chances of enrolment for the upcoming academic year.

In case of repeated tardiness and absenteeism the following applies:

Offence	Frequency	Implications
Tardiness – this refers to being late in coming to school at the start of the school day and to instances of being late to lessons within the school day	The first five(5) incidents of tardiness in a short period of time such as a month or an academic term	Written warning to student and notify parents.  Tardiness will be noted in the students' progress report.
	Up to an additional three (3) instances of tardiness in a short period of time, such as a month	Parents and student to be called to a meeting with the principal or a designated person by the principal.  Parents and student to sign a written pledge not to repeat the offence.  Tardiness to be noted in students' progress report.
	Any additional incidents to the above	At the discretion of the school, decision might include one or more of the following: <ul style="list-style-type: none"> <li>1 Community hours at the school.</li> <li>1 Detention during school break or after school hours.</li> <li>1 Temporary suspension for up to three days where the student will receive a "zero" on any test administered during suspension days.</li> <li>1 A written notice announcing refusal to re-enroll the student in the school for the following academic year.</li> </ul>
Offence	Frequency	Implications
	The four(4) incidents of absenteeism in a short period of time such as a month or an academic term	Written warning to student and notify parents.  Absent days will be noted in the students' progress report.
	Up to an additional three (3) instances of absenteeism in a short period of time	Parents and student to be called to a meeting with the principal or a designated person by the principal.  Parents and student to sign a written pledge not to repeat the offence.

Absenteeism – this refers to frequent or habitual absence from school or from lessons without a valid medical or family related excuse.		Absent days to be noted in students' progress report.
	Any additional incidents to the above	At the discretion of the school, decision might include: <ul style="list-style-type: none"> <li>1 Community hours at the school.</li> <li>1 Detention.</li> <li>1 Temporary suspension for up to three days where the student will receive a "zero" on any test administered during suspension days.</li> <li>1 A written notice announcing refusal to re-enroll the student in the school for the following academic year.</li> </ul>

**These decisions are endorsed by KHDA and consequences resulting from continued tardiness and absenteeism will be upheld by the Authority.**

## 6. Attitudes and behavior:

Schools strive to offer all their students a hazard free and emotionally safe environment in which they can achieve their full academic and personal potential. In order for schools to achieve this objective, **the responsibilities of students and parents include:**

- Abiding by the school's behaviour policy which is attached with this contract. This policy will cover expected code of behaviour during the school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.
- Ensuring the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.

The school has a zero-tolerance policy for bullying in all its forms. Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. The matter will be referred to KHDA for ratification.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums. The school must set a clear policy for parents and students about the use of and participation in social media outlets and/or forums. This policy must include, but not be restricted to, the following:

- 1 Parents and students in all grade levels using any social media forum must, at all times, demonstrate respect for the members of the school community (including all students and personnel);
- 1 Parents and students must not breach confidentiality, defame or make threats to any person in the school community;

Instances of proven and intentional breach of the above will result in sanctions that may include Suspension from the school.

## 7. Health and safety:

It is the responsibility of the school and the parents to secure a safe and healthy environment for the students. In this regard, the school shall issue and implement various health and safety guidelines that parents are expected to abide by and ensure their children do so as well.

### The responsibilities of the school include:

- Providing students with appropriate medical care as per the regulations set.
- Providing students with medical conditions the care and attention they deserve while treating cases with confidentiality.
- Promoting and reinforcing awareness about healthy lifestyle habits, including choice of food and practice of exercise.
- Supervising the students during the break times by the supervisors, nurse & counselor
- Arranging parents counseling Meetings

### The responsibilities of the parents include:

- Sharing with the school all information related to their child's medical condition and history.

- „ Ensuring that meals and snacks provided to students adhere to the school’s policies and guidelines in this regard.
- „ Upholding the school’s decision to confiscate food and drink items which do not fit the expectations set by the school.

## 8. Transportation:

The school is responsible for ensuring the students’ safety while on school buses, whether managed by the school or outsourced to a third party. In addition to implementing rigorous safety procedures outlined in a school policy, the school will also ensure the full implementation of the guidelines outlined by RTA on the matter.

There is a person in charge of managing the school buses holding RTA approval certificate who reports the attendance of the students to the supervisors.

The following are expectations set by the school for parents at the school.

### a. Private vehicles:

- 1 To ensure the safety of all students, parents driving to school will receive a route map detailing entry and exit points to the school.
- 1 Parents must abide by the designated entry and exit routes set by the school.
- 1 School personnel and staff helping in the organisation of students’ arrival and dispersal times represent the school and their instructions must be obeyed.

### b. Buses:

- 1 For all intents and purposes, school buses, whether managed by the school or outsourced to a third party, are considered part of the school premises when being used by students.
- 1 All safety rules and behaviour expectations set by the school and enforced by personnel must be adhered to by students and parents.

***Failure to comply with all transportation rules set by the school will result in disciplinary action and will affect the students’ registration chances for the following academic year.***

## 9. Appeal process:

Every school must set up an appeals process to ensure parents and students the right to fair and impartial decisions affecting their educational experience at the school. It is best to solve issues informally through meetings and discussions; however, at times, there are concerns and complaints that need further deliberations.

It is expected that parents refer to this process for any conflict resolution within the school:

- a. If a student/parent wants to question a decision made by the school at any level, then the parent should meet the person directly involved in the decision such as a teacher or supervisor;
- b. If the parent is still not satisfied, then he/she should meet with the head of section such as head of elementary or senior school if applicable;
- c. If the issue is still not resolved, then the parent must meet the principal of the school to try to resolve the issue;
- d. If the issue is still not resolved after this stage, then the parent shall write an official letter to the board of governors. The board of governors will be required to set up a committee comprised of a teacher, a parent, a school leader and a member of the board of governors. None of the members of the committee shall have any connection to the original concern or complaint. The committee shall study the matter and within 10 working days issue a written report to both the principal of the school and to the parent;
- e. Each process from (A to C) should not exceed more than (5) working days. If the parent is still not satisfied, then the parent has the right thereafter to refer the matter to KHDA by contacting ***the Compliance and Resolution Commission*** on [CRC@khda.gov.ae](mailto:CRC@khda.gov.ae).

KHDA has the right to uphold or repeal any and all decisions. Its final decisions are binding to both the school and parents.

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**This contract is the sole reference for the Knowledge and Human Development Authority to resolve any dispute**



**between the school and the parents. It supersedes all prior or subsequent agreements, and understandings between both parties including school policies that may conflict with its clauses.**

**Declaration:**

I/We parent/ guardian of ..... hereby certify that I/we have read the terms and conditions and all related school policies and agree to abide by them. I/we agree to support the school in all aspects of our child’s education and any sanctions that may be deemed appropriate concerning my child.

If a student repeats his/her current grade, the contract will be revoked automatically and a new parent-school contract will have to be signed by both parties. The new contract shall only reflect the student’s current year / grade and fees

Please note that signing and returning this contract implies full acceptance of all the above terms and conditions.

<b>Principal</b>	<b>Father</b>	<b>Mother</b>	<b>Guardian</b>	<b>Coordinator</b>
Name:	Name:	Name:	Alternative responsibility:	Name:
	Emirates ID:	Emirates ID:	Emirates ID:	
Principal signature	Parent signature	Mother signature	Guardian signature	Coordinator signature

# SEN Admissions policy

## Special Needs:

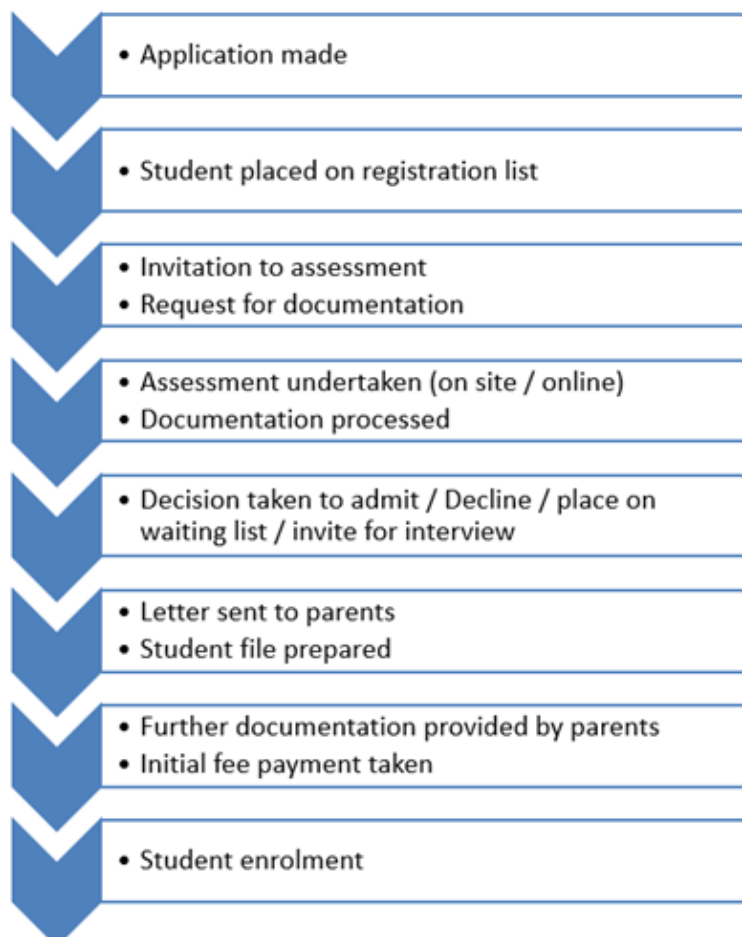
Applicants with Special Needs are assessed by the School's Counselor/Special Education Needs Coordinator. The file is then reviewed by the Head of Section/Principal who decides if the school is adequately equipped to meet the needs of the child. The Head of Section along with the SEN Coordinator discusses the matter with the parent and they come to an agreement with regard to the placement and accommodations required.

## English Language Learning Support:

ESL support is provided to students who require English Language support. These applications are flagged by the admissions team for further evaluation by the ESL Coordinator and the level of support required is determined. The final approval for admission is given by Head of Section/Principal.

## Admissions Process Chart

The processes outlined below are managed and administered by the central Admissions office, in collaboration and consultation with school Principals.



## Further Admissions Information (Grades 11-12)

Adab School is supposed to offer the International Baccalaureate Diploma Program for students in Grades 11 and 12 after being authorized for the year 2017-18. The IB program is open to all students, regardless of previous educational experience, and is an extension of School's mission to promote the development of world citizens. Students may elect to participate in the IB program in one of three ways:

- as an IB Diploma candidate
- as an IB Course candidate
- as a non-examination student

Generally, it is recommended for most students to elect the full IB Diploma, but the decision for which path (and courses) to take will be made in consultation with a student's parents, teachers, head of languages, school counselor and the DP Coordinator. A student who decides to participate in the IB Program, as a Diploma candidate or as a Course candidate, can expect to:

- work very hard
- approach tasks with a sense of purpose
- demonstrate self-discipline and responsibility
- learn from fellow students as well as teachers
- share with, and contribute to, the community.

### The IB Diploma:

The two year Diploma program provides students with a breadth and depth of rigorous academic study which prepares them for university. Generally, higher-level subjects reflect the student's area of special interest. Standard level subjects complement the higher-level choices, but do not generally require the same degree of specialized knowledge and understanding. Three additional program elements are Theory of Knowledge, Extended Essay, and participation in the CAS Program.

### IB Courses:

For students not pursuing the IB Diploma program, it is possible to register for individual IB subjects and complete courses of study, including the IB Exam. Individual IB Course qualifications are issued and may be used to help secure admission and advanced placement credit at certain colleges and universities.

## Non-examination IB students:

Students opting not to sit the IB Exams may still undertake IB courses because of interest in the subject matter and the academic demands made by such subjects. Students gain experience and knowledge, which will strengthen their ability to meet academic challenges at university. Students may be obligated to participate in IB courses if there are no alternatives toward meeting graduation requirements. In this case, successful completion of the courses will be based exclusively on internal assessments.

## Course Selection:

IB Diploma students choose 6 subjects, 3 at higher level and 3 at standard level, to study alongside Theory of Knowledge, the Extended Essay and the Creativity, Activity and Service Program. IB Course students include a number of IB classes in their course selection. All students work with the DP Coordinator, school counselor, and teacher recommendations on their course selections. Although the full IB Diploma Program is one that everybody can benefit from, it is not necessarily one in which all students will automatically achieve success. In some instances, a student may be advised to withdraw from the full diploma program and pursue individual courses instead. The decision to do so is made in conjunction with a student's parents, teachers, head of languages, school counselor and the DP Coordinator. No matter which option students choose, all students in Grades 11 and 12 must successfully complete CAS and TOK in order to receive an Adab Iranian School Diploma.. Students who are pursuing an IB Diploma must also successfully complete an Extended Essay.