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An ALS community that values:

**A**wareness

**L**ife-long learning and

**S**ervice

**Parent and Student**

**Handbook**

**2014/2015**

**WELCOME MESSAGE FROM THE PRINCIPALS**

Dear Parents and Students,

We would like to extend a warm welcome to those of you either returning to ALS or attending for the first time.

This Handbook is a guide for the ALS community to:

* obtain information on day to day activities;
* clarify expectations and responsibilities of students and teachers;
* inform students and parents about the school policies and procedures;
* inform community members about how to get involved.

We urge both parents and students to read this handbook together and we encourage you to contact the school office if you require any information or clarification.

The newsletter, Spotlight, sent home monthly, is a major means of communication from school to home. Furthermore, our website is also a source of information, especially in cases of emergency. We hope that you will keep yourself updated by visiting it at [www.alsschools.com](http://www.alsschools.com) .

We look forward to a productive year.

Regards,

Majdi El Hajj Kathy Khayatt Farajallah

Boys’ School Principal Girls’ School Principal

K-3 Principal

**MISSION STATEMENT**

Advanced Learning Schools provides students with an opportunity to acquire and demonstrate knowledge, appreciation and respect for their own cultural heritage, integrated with an understanding, curiosity, compassion and tolerance toward other cultures of the world. It provides an environment that encourages moral development, active and independent learning, analytical thinking, life-long learning, respect for individual differences, and sensitivity to the moral, social and environmental requirements of the global community.

**VISION**

An ALScommunity that values:

**A**wareness

**L**ife-long learning and

**S**ervice

**GUIDING PRINCIPLES**

ALS provides an environment that fosters understanding, independence, interdependence and cooperation.

Within that context we believe that:

ALS students appreciate:

* Arabic culture, language and literature;
* developing personal values while appreciating the values of others;
* valuing one’s own culture while understanding and demonstrating respect for the culture of others; and
* understanding multiculturalism within a global society.

ALS is a caring community that encourages students by example to:

* share, cooperate and contribute responsibly to a global society;
* develop sensitivity to appropriate work and social relationships consistent with the principle of equal rights, including gender equality;
* display sound decision-making skills by reflecting on choices and consequences;
* lead a positive, healthy life;
* care for others as they would have others care for them;
* share resources; and
* build understanding and trust

ALS students strive for academic excellence by:

* learning how to learn and discovering the joy of learning;
* attaining depth and breadth of academic knowledge and understanding;
* acquiring skills that support intellectual endeavour and academic success;
* acquiring aesthetic appreciation;
* understanding modern technologies and using them wisely and effectively; and
* acquiring academic skills and knowledge required to gain entrance to and success at competitive local and international universities.

ALS students benefit from an international education whereby they:

* gain historic and contemporary knowledge and understanding of the world through intellectual endeavour;
* acquire international understanding by studying and experiencing other cultures while, at the same time, acquiring knowledge of, and appreciation for, their own cultural heritage; and
* maintain the fluency of their mother tongue while valuing the acquisition of other languages.

ALS students are committed to the spirit of internationalism by:

* demonstrating respect for human rights and for the principle of equal rights irrespective of race or gender;
* practicing tolerance and living together in peace and developing skills for the peaceful resolution of conflict;
* understanding their individual responsibilities within society and the relationship between rights and responsibilities; and
* providing leadership that demonstrates an awareness of ethical and moral issues.

**IB Learner Profile:**

We have adopted the Learner Profile created by the International Baccalaureate (IB) as a guide here at ALS.

All members of the ALS community strive to be:

**Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** – They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** – They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

**Communicators** – They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** – They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** – They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** – They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** – They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** – They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** – They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**COMMUNICATION**

At Advanced Learning Schools, we value our parents highly. Their input and support help make our school a special place in the lives of their children. We encourage them to communicate with us and to become involved in our school. Parents are always welcome at the school. Any time parents have questions or concerns, they are encouraged to make an appointment to come and see us. The school will communicate with the community in the following ways:

**Spotlight**

The students bring home the school publication called, “Spotlight” monthly. It helps keep the community informed about all ALS and community activities.

**ALS Website**

The school’s website has a huge amount of information including the curriculum, contact details, events, and calendars. It is worth visiting the site regularly to keep up with what is happening in the school and therefore affecting your child.

**Meeting**

Teachers will encourage you to contact them and to make arrangements to meet. If you want to see them, please contact them by telephone or email (or through the Principals' office) to make an appointment. The Principals, Coordinators and Counsellors are also available to discuss any issue related to your child and the school. They can be contacted directly, or through the Principals’ offices.

**Telephone**

Teachers are encouraged to get in touch with you regarding important issues that involve your child. We recognize that if you do not hear anything then you will assume that all is well.

Reception will take a message if you cannot contact the teacher directly. If your telephone number changes at any time during the year it is crucial that you inform the school as soon as possible to keep the communication channels open.

**Mobile SMS**

The school will contact you using SMS to remind you of events, dates and information about your child. It is highly recommended that you update your mobile number with the Admissions and Marketing Office to keep communication channels open.

**Email**

Teachers will contact you using email where appropriate and you are encouraged to contact teachers through email if this is convenient. If your email address changes at any time during the year it is crucial that you inform the school as soon as possible to keep communication channels open.

**Parent / Teacher / Student Conferences**

There are Parent/Teacher/Student Conferences regularly in the year. Please refer to the school calendar and web site for dates. Your attendance at these conferences is of utmost importance.

**Open House**

At the beginning of each school year we hold an Open House. The details of the evening are sent home. During the evening you have the chance to meet your son/daughter’s teachers. There will be an opportunity to discuss the curriculum, expectations and the various activities that will happen throughout the year. We encourage all parents to attend this evening. If you cannot attend then feel free to contact the school or the teachers to see them at a mutually convenient time.

**CONTACT INFORMATION**

There are a variety of ways to contact people at the school. We are happy to receive telephone calls and letters but **e-mail** is our preferred form of communication for non-urgent matters.

**ADMINISTRATION**

**Superintendent** Annabel Majendie amajendie[@alsschools.com](mailto:istirling@alsschools.com)

Superintendent’s PA Zahra Loubani [zloubani@alsschools.com](mailto:zloubani@alsschools.com)

**Boys’ School Manager** Murshed Abdullah Alkhaji malkhaji@alsschools.com

**K-3 & Girls’ School Manager** Rasha Abdulhadi Alshulikhi ralshulikhi@alsschools.com

**Admissions and Marketing Manager**

Shermeen El Hakim [selhakim@alsschools.com](mailto:selhakim@alsschools.com)

**K-3 & Girls’ School Principal** Kathy Khayatt [kkhayatt@alsschools.com](mailto:kkhayatt@alsschools.com)

Girls' Principal PA/IB Officer Maysoun Al Salehi malsalihy@alsschools.com

K-3 Receptionist Hussah AlAssmi halassimi[@alsschools.com](mailto:naldaoudi@alsschools.com)

**Boys’ School Principal** Majdi El Hajj [melhajj@alsschools.com](mailto:melhajj@alsschools.com)

Boys' Principal PA Joanna Semaha [jmatta@alsschools.com](mailto:jmatta@alsschools.com)

**Girls’ Coordinator/** Suhair Ghandour [sghandour@alsschools.com](mailto:sghandour@alsschools.com)

**College Counsellor**

**Boys’ Coordinator** Ahmad Al Khuzai [akhuzai@alsschools.com](mailto:akhuzai@alsschools.com)

**Boys’ & College Counsellor** Matthew Frost [mfrost@alsschools.com](mailto:mfrost@alsschools.com)

**PYP Coordinator** Heidi Brenner hbrenner@alsschools.com

**MYP Coordinator** Monique Boivin [mboivin@alsschools.com](mailto:mboivin@alsschools.com)

**DP Coordinator** Emilie Bateson [ebateson@alsschools.com](mailto:mjohnson@alsschools.com)

**After School Activities Coordinators**

Sofia Oprinoiu soprinoiu[@alsschools.com](mailto:sghandour@alsschools.com)

Mohamad Akour [makour@alsschools.com](mailto:makour@alsschools.com)

**Academic Staff List:**

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| --- | --- | --- |
| Name | Email Name | Position |
| Annabel Majend | amajendie[@alsschools.com](mailto:istirling@alsschools.com) | Superintendent |
| Agathe El Deek | adeek@alsschools.com | French Teacher |
| Ahlam Alsomali | aalsomali@alsschools.com | Teacher Assistant |
| Ahmad AL Razouk | arazouk@alsschools.com | Islamic and Social Studies Teacher |
| Ahmad Al-Khuza'i | akhuzai@alsschools.com | CAS Coordinator / Boys Coordinator |
| Ahmad Basha | abasha@alsschools.com | Homeroom Teacher |
| Alexandra Gray | agray@alsschools.com | Physical Education and HealthTeacher |
| Ahmad El Hawari | aelhawari@alsschools.com | Homeroom Teacher |
| Amal Albarraq | aalbarraq@alsschools.com | Islamic and Social Studies Teacher |
| Areej Khouli | akhouli@alsschools.com | Arabic / Arabic Social Studies Teacher |
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| Farouq Hamdan | fhamdan@alsschools.com | Biology and Chemistry Teacher |
| Fatimah Ammori | fammouri@alsschools.com | Arabic and Arabic Social Studies Teacher |
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| Hanade Okli | [hokli@alsschools.com](mailto:hokli@alsschools.com) | Homeroom Teacher |
| Hasan Al-Khatib | halkhatib@alsschools.com | Arabic and Arabic Social Studies Teacher |
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| Huda Dodge | hdodge@alsschools.com | Homeroom Teacher /  K-6 English & Social Studies Team Leader |
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|  |  | Superintendent |
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| Majdi El Hajj | melhajj@alssschools.com | Boys' Principal |
| Matthew Frost | [mfrost@alsschools.com](mailto:mfrost@alsschools.com) | Boys Counselor |
| Maya Tabbara | [mtabbara@alsschools.com](mailto:mtabbara@alsschools.com) | Homeroom Teacher |
| Michael Barnes | [mbarnes@alsschools.com](mailto:mbarnes@alsschools.com) | Psychology / Social Studies Teacher/ 7-12 Social Studies Team Leader |
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| Mohammad Akour | makour@alsschools.com | ICT Teacher / ASA Boys Coordinator |
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| Mohammed Yaseen | [myaseen@alsschools.com](mailto:myaseen@alsschools.com) | Mathematics/ Physics Teacher |
| Mohanned Barakat | mbarakat@alsschools.com | Arabic Teacher |
| Monique Boivin | mboivin@alsschools.com | Science and Mathematics Teacher/IB MYP Programme Coordinator |
| Mouzma Amanullah | mamanullah@alsschools.com | Business and Management /  Mathematics Teacher |
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| Yamame Saleh | ysaleh@alsschools.com | Homeroom Teacher/  K-6 Mathematics and Science Team Leader |

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**SCHEDULE**

The schedule at ALS is based on a 6 day cycle with six 55 minute blocks each day, a homeroom period, a morning break and a lunch break. Days will be numbered 1 to 6.

A reason for this is to ensure an even distribution of contact time.

At the beginning of the year students are issued their class schedules. School doors open at 07:10. From this time academic staff is on duty. Students should arrive at the school by 07:25 as school begins promptly at 07:30. Students must remain on campus during school hours unless given written permission to leave by the appropriate Principal’s Office.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grades 1-12 Schedule** | |  | **Tuesday PD Early Closure Schedule** | |
| **Time** | **Period (min)** | **Time** | **Period (min)** |
| 07:30-08:25 | Period 1 (55 min) | 07:30-08:25 | Period 1 (55 min) |
| 08:30-09:25 | Period 2 (55 min) | 08:30-09:25 | Period 2 (55 min) |
| 09:25-0940 | Boys: K-6 Break / 7-12 Homeroom  Girls: K-6 Homeroom / 7-12 Break  (15 min) | 09:25-0940 | Boys: K-6 Break / 7-12 Homeroom  Girls: K-6 Homeroom / 7-12 Break  (15 min) |
| 0940-0955 | Boys: K-6 Homeroom / 7-12 Break  Girls: K-6 Break / 7-12 Homeroom  (15 min) | 0940-0955 | Boys: K-6 Homeroom / 7-12 Break  Girls: K-6 Break / 7-12 Homeroom  (15 min) |
| 10:00-10:55 | Period 3 (55 min) | 10:00-10:55 | Period 3 (55 min) |
| 11:00-11:55 | Period 4 (55 min) | 11:00-11:55 | Period 4 (55 min) |
| 11:55-12:30 | LUNCH (35 min) | **1220-1530** | **Staff Professional Development** |
| 12:35-13:30 | Period 5 (55 min) |
| 13:35-14:30 | Period 6 (55 min) |

* KG1 and KG2 end their day at 13:30.
* All students should leave the school by 14:40 if they are not in an after school activity.
* All After School Activities run from 14:40 to 15:40 on Sunday, Monday, Wednesday and Thursday.
* All students in After School Activities would leave the school by 15:45 as there is no supervision after that time.

**CURRICULUM**

The curriculum at ALS reflects our philosophy that the student is at the centre of the learning process. Therefore we strive to educate and develop the whole student’s individual, intellectual, physical, emotional and creative identity. Around this philosophy we have developed a curriculum that will grow with the school and its students.

The curriculum encourages student exploration, discovery and experimentation in a pleasant academic environment. The focus of the curriculum is on experiences and lessons that develop students’ writing skills, verbal ﬂuency, comprehension, computational skills, analytical abilities and other skills needed to effectively meet a variety of challenges. The curriculum brings together intellectual, creative, social and emotional considerations, guiding the students towards problem- solving and decision-making skills necessary for individual, family and community needs.

**ACADEMIC PROGRAMME**

**International Baccalaureate Organization (IB):** We are an IB World School. We are authorized to offer the Primary Years Programme, the Middle Years Programme and the Diploma Programme. The International Baccalaureate is a nonprofit educational foundation, motivated by its mission, focused on the student. It aims to help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. For more information regarding the IB, please visit their web site at the address below.

http://www.ibo.org/informationfor/parents/

**Primary Years Programme (PYP)**

The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The most significant and distinctive feature of the IB Primary Years Programme is the **six transdisciplinary themes**. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to go beyond the confines of learning within subject areas. These themes are:

* Who we are
* Where we are in place and time
* How we express ourselves
* How the world works
* How we organize ourselves
* Sharing the planet

These  **transdisciplinary themes** help teachers to develop a programme of inquiry that requires a high level of involvement on the part of the students. The inquiries are substantial, in-depth and usually last for several weeks. Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher's feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.

**Middle Years Programme (MYP)**

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme. Schools are given much flexibility to allow them to introduce subjects which they consider important, and to organize their own student assessment and reporting procedures. However, the MYP gives clear exit criteria for each subject group for MYP 5 (grade 10).

The programme is based around five 'areas of interaction': approaches to learning (related to study skills), community and service, human ingenuity, environments, and health and social education. The areas of interaction are considered a key feature of the MYP. They are not generally taught as separate courses, but rather as themes that are reflected in all subjects through unit questions. The community and service area requires students to study and perform community studies and service throughout the programme.

In addition, in MYP 5, students complete a personal project on a topic of their choice, with teacher supervision.

**Diploma Programme (DP)**

The International Baccalaureate (IB) Diploma Programme is a two year comprehensive and rigorous academic program for academically ambitious students in grades 11 and 12. The programme originated in Europe in 1968 and was intended to establish a common curriculum and university entry credential for students moving from one country to another. ALS was authorized to teach IB diploma programme on May 19, 2009. The IB Diploma Programme is highly regarded at universities worldwide.

The DP curriculum contains six subject groups together with a core made up of three separate parts. Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). Each subject course is completed over a two year period. Students sit external exams in May of their Grade 12 year.

All three parts of the core—Extended Essay, Theory of Knowledge and Creativity, Action, Service (CAS), are compulsory and are central to the philosophy of the Diploma Programme:

* An independent, in-depth research project resulting in an **Extended Essay** of 4000 words. ALS students begin this project in the spring of grade 11, work over the summer, and turn in their final paper by the winter of grade 12.
* A **Theory of Knowledge** course and essay, which addresses the questions: what do we know and how do we know?
* A Commitment to the ALS, Riyadh, and international communities through **Creativity, Action and Service (CAS)** projects. At ALS, CAS is perhaps our proudest achievement, with Diploma students sponsoring individual and group projects in the local community throughout the year. Over the course of two years, students are required to fulfil 150 hours of service that encompasses all three of these areas.

For more information on the IB Programmes and subjects offered by ALS please refer to the IB Website: [www.ibo.org](http://www.ibo.org)

**GRADUATION REQUIREMENTS**

**Grades 9-12**

To graduate within four years and earn the Advanced Learning Schools International Diploma, the following academic requirements must be met:

30 credits is the maximum that students can accumulate throughout grades 9-12. 26 credits is the minimum required to receive the ALS Diploma.

* Students must accumulate a minimum of 19.25 credits by the end of 11th grade to be promoted to 12th grade.
* Students in grades 11 and 12 need to have at least 6 courses registered every year in addition to Islamic Studies, Social Studies of the Arab World and Theory of Knowledge.
* Theory of Knowledge, Extended Essay and CAS are additional requirements for the ALS Diploma.

**Credit Tables:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Total Credits** |  | **Subject** | **Minimum credits to graduate** |
| English | 4 |  | English | 4 |
| Arabic | 4 |  | Arabic | 4 |
| Mathematics | 4 |  | Mathematics | 4 |
| Science | 4 |  | Science | 3 |
| Humanities | 4 |  | Humanities | 3 |
| Fine Arts/Modern languages | 4\* |  | Fine Arts/Modern Languages | 3\*\* |
| Design Technology | 1 |  | Design Technology | 1 |
| Physical Education | 1 |  | Physical Education | 1 |
| ToK | 1 |  | Social Studies of the Arab World | 1 |
| Social Studies of the Arab World | 1 |  | Islamic Studies | 2 |
| Islamic Studies | 2 |  | Total | **26** |
| Total | **30** |  |  | |

\* 2 out of the 4 credits are optional. If student opt not to take Fine Arts or Modern Languages in grades 11 and 12, they must take 2 additional credits of science or humanities.

\*\* If students opt not to take Modern Languages or Fine Arts in grades 11 and 12, they must earn an additional credit in science or humanities.

**ASSESSMENT POLICY**

* Goal of Assessment:

Assessment of students’ work aims at being a supportive and positive mechanism which helps students to improve their learning, teachers to improve their teaching and contribute to the efficiency and development of the programme, and last but not least, parents to be able to follow up and provide support to their children’s achievement.

* Purpose of Assessment

1. To provide information about how students learn and to determine what knowledge and skills they have acquired and understood.
2. To diagnose learning problems and student needs.
3. To ascertain that the learning outcome is in alignment with curriculum objectives and goals.
4. To act as a feedback mechanism for curriculum development.

* Principles of Assessment:

1. Assessment should allow students to:
   1. Have criteria that are known and understood in advance.
   2. Analyze their learning and understand what needs to be improved.
   3. Synthesize and apply their learning in addition to recalling facts.
   4. Highlight their strengths and demonstrate mastery.
   5. Learn in ways that the teacher did not foresee.
   6. Be reflective and partake in self and/or peer evaluation.
   7. Express different points of view and interpretations.
   8. Be encouraged to be responsible for their learning.
   9. Experience successful learning.
   10. Perform at a higher level when challenged.
2. Assessment should allow teachers to:
   1. Have criteria that are known and understood in advance.
   2. Analyze their teaching and identify areas that need to be altered.
   3. Highlight student ability and be able to differentiate teaching.
   4. Offer feedback to parents on their child’s performance.

* Practices in Assessment:
  + Assessment should take place in every grade level and every subject.
  + Assessment should reflect skills applicable to content and course objectives.
  + Assessment should consist of a range of formative and summative activities applicable to the year and/or course.
  + Assessment should be used to diagnose individual differences and needs.
* Expectations with regard to Assessment:
  + Students should:
    - Have a clear idea of the knowledge and/or skills that are being assessed and the criteria against which they are being assessed.
    - Be aware of the weighting of each assessment in the overall assessment scheme.
    - Receive clear and timely feedback regarding assessment outcome.
    - Be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment.
    - Be aware that failure to meet set deadlines could result in reduced effort and achievement grades.
  + Teachers should:
    - Agree to deadlines in light of the students’ other workload and give adequate time for the completion of out-of-class assignments.
    - Clearly define common assessment tasks within subjects for each grade level.
    - Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery.
    - Use a variety of assessment tools.
  + The School should:
    - Monitor a master calendar to ensure an even distribution of assessment tasks with enough notice for students.
    - Keep records of achievement.
  + The Parents should:
    - Support all policies of ALS particularly those that relate to learning.
    - Support student adherence to set deadlines for work.
    - Help motivate their children.
    - Help create an informative environment that is to the benefit of their children.
* Examples and Definitions of Assessment Tasks:

All assessment can be oral or written.

* Major tests:
  + A formalized class-controlled activity with students given a notice of at least one week.
  + Material to be tested should not be more than one semester’s work.
  + Tests should not be on the day after major holidays.
* Unit tests:
  + A formalized, in-class and controlled activity where students have been given at least 5 days notice.
  + There should be reasonable intervals between tests.
  + They should measure student performance on work that has been taught.
  + Work should be limited to a defined unit of work that the students are aware of.
* Quiz:
* A formative piece of assessment on a small part of a unit, or through an informal class activity, given after completion of a particular topic. A quiz can be announced or unannounced.
* Lesson reviews:
* Short verbal or written questions to assess student understanding.
* All material reviewed should have been taught.
* Investigations:
* A piece of structured work not necessarily linked to specific course content.
* Problems are often open-ended with students achieving results through investigative work.
* Formal Essay:
* Extended piece of independent student work.
* Can reflect a student generated title, a teacher-set title, be open or closed in nature and may have guiding questions.
* As students progress in age this activity will move from descriptive to analytical or evaluative and increasingly have a formal structure dependent on the subject area.
  + Research Project:
* Involves both teacher guided and/or independent student work done in class and/or as homework.
* Requires appropriate referencing of research.
* The product may be in any medium: oral presentation, written work, video, computer presentation or appropriate combinations.
* The depth of the work expected should always be age appropriate.
  + Journal Writing:
* A continuous-assessment activity, which can be part of class work or homework.
* Criteria, guiding how students’ performance will be determined, should be made available prior to the beginning of the activity.
  + Field Work:
* Off-site data collection for analysis and interpretation.
  + Practical/Experimental Work:
* Involves both teacher guided and/or independent work.
* This activity is usually in a lab or specialist room involving specialist equipment.
* Criteria, guiding how students’ performance will be determined, should be made available prior to the beginning of the activity.
* Group Work/Class Activities:
* Part of a continuous activity or part of other assessment tools
* Individual student performance must be acknowledged as well as group performance.
* Short Exercises and Discussions:
* Work usually done in class and/or homework.
* They could form part of a larger assessment task and reinforce taught material and/or develop specific skills.
* Portfolios:
* A collection of different activities done in class or as homework.
* Clearly defined selection criteria are required.
* Homework:
* Work done at home, although it may be begun in class.
* Should take the nature of set reading, set writing, reviewing work, revising and/or consolidating work that has already been taught.
* May allow continues work on research projects or other projects.
* The recommended number of hours should be reasonable relative to age group.
* National and External/Internal Standardized Tests and programme requirements:
* PYP Exhibition
* MYP Personal Project
* MYP Monitoring and Moderation
* DP Extended Essay
* DP External Examination
* International Schools Assessment (ISA/ACER)
* ALS Internal Standardized Assessment
* SAT/TOEFL/IELTS/QIYAS
* Arabic Diagnostic Tests
* Examples and Definitions of Assessment Tools
  + Rubrics: An established set of criteria for rating students with descriptors that describe what characteristics or things to look for in students’ work and how to rate it on a predetermined scale. Rubrics can be developed by students and teachers, and they are to be published with the assignment of the task.
  + Exemplars: Student work that serves as a concrete standard against which other samples of work are judged. This exemplar serves as a benchmark.
  + Checklists. A list of information, data, attributes or elements that should be present in any assigned task.
  + Continuums. Visual representations of developmental stages of learning. These continuums show a progression of achievement or identify students’ progress.

# Reporting of Student Performance

For DP and MYP the following scale applies:

## Achievement Grades for Grades 7-12 (MYP & DP)

7 Excellent

6 Very Good

5 Good

4 Satisfactory

3 Mediocre

2 Poor

1 Very Poor

INC Work Incomplete

**Band Descriptors of 1-7 Grades and Levels of Achievement.**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Descriptors** | **Level of Achievement** |
| 7 | A consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. | Excellent |
| 6 | A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight. | Very good |
| 5 | A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight. | Good |

|  |  |  |
| --- | --- | --- |
| 4 | A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. | Satisfactory |
| 3 | Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. | Mediocre |
| 2 | Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support. | Poor |
| 1 | Minimal achievement in terms of the objectives. | Very poor |

**For PYP the reporting is linked to standards achieved and a rating against those standards on a 4 step scale:**

**4** The student exceeds grade level expectations.

**3** The student meets grade level expectations. The student displays understanding of

concepts and application of skills.

**2** The student approaches grade level expectations. The student needs additional

practice and support.

**1** The student is below grade level expectations. The student has not yet demonstrated

understanding of concepts and acquisition of skills. This is an area of concern.

**\*** Does not apply at this time

### Reporting for each term:

**MYP/DP:**

Report Cards

Parent teacher conferences

End of term reports

Progress Reports

Academic monitoring reports

**PYP:**

Records of Achievement

Unit of Inquiry Events

Parent teacher conferences

Student Portfolio

Student led conferences

### Dissemination of Information on Student Performance and Expectations:

Individual Student Reports:

* + Interim reports that reflect commendable performance or performance that causes concern
  + Student At-Risk letters
  + Monitoring letters

Parent Teacher Conferences:

* + Set Parent teacher nights.
  + Individual meetings at any time with a teacher by appointment, to discuss student performance and progress.
  + Student led portfolio conferences
  + Teachers are available always via email.

Curriculum Information Evenings:

* + Open House
  + Introduction to new parents and students
  + Transition evenings
  + Grade level meetings
  + University Nights

Course Literature:

* Curriculum Brochures/Overviews
* Course Syllabi
* Weekly Plans

**Academic Achievement Awards:**

ALS awards academic achievement certificates at the end of every semester. To qualify for these awards, students in grades 7-12 must achieve an overall grade of 6 and above. Another criterion for these awards is that students do not exceed the maximum limit of absences or tardies.

**LANGUAGE POLICY**

ALS recognizes that language is central to learning. We also recognize that all teachers are in practice language teachers and as such need to have the appropriate support.

ALS’s mission statement stipulates that it “encourages its students to become democratic, responsible, knowledgeable world citizens, who are capable of interacting positively and productively with others.” As a result, language becomes an integral part of that interaction.

Within the school, many languages exist side by side and students are encouraged to compare their languages and the cultures associated with them.

Providing quality education in English for children from a variety of cultural backgrounds implies from the school’s side a commitment to providing support for students that are weak in English, the recognition of the important role that teachers play in developing language acquisition and a belief in the importance of mother tongue development.

Language lessons at ALS not only provide a medium for the acquisition of language, they also promote the development of the whole child. This occurs as a result of the fact that it is not only language that is promoted but also the recognition and understanding of the culture that accompanies it. Throughout their language studies students also attempt to explore, when appropriate, the links with other subject areas.

As ALS accepts students with a wide variety of linguistic backgrounds, it is extremely important that its language policy is as flexible as possible, thus allowing the students to build up their language skills to a level at which they can then pursue English as an academic language.

**Current Language Courses:**

**Language A** indicates that the language is taught in a way appropriate to students:

· for whom that language is their mother tongue

· as one of their mother tongues

· who have reached native or near native competency in the language

English and Arabic in the DP and MYP are currently taught as Language A.

**Language B**indicates that the language is taught in a way appropriate for

students:

· for whom that language is not their mother tongue

· In MYP, Language B will be in French following the appropriate phases as prescribed by the IB MYP language B guide. In DP Language B will be Spanish.

**English (ESOL)** indicates that the students have a limited competence in English, and thus have difficulty coping with mainstream classes in English. These students need extra support in English. In both PYP and MYP, this is done through a combination of pull out or in-class support depending on the level of the students.

**Standard Forms of Language**

Students should be exposed to the language and culture of different countries. No one form is considered standard. It is necessary for older students to appreciate the different forms of the English language. The type of language a teacher is likely to use depends on where that teacher is from. The teacher will however point out differences in expression or spelling where appropriate and the only guiding rule is uniformity of use within a given document.

**Handwriting**

Students also produce a variety of different forms of handwriting dependent on previous school experience. All students are taught D’Nealian handwriting in PYP. Throughout the school however, all forms of handwriting are acceptable, provided that the writing is neat and legible.

**English as the Language of Instruction**

English is the language of instruction within the school. To experience success in other areas, students need to have a certain level of competency within this language. English lessons have an obvious role to play in teaching and reinforcing language skills needed in other mainstream subjects. However, subject teachers are also language teachers, and should be developing students’ language skills. It is especially important to take into account those language skills required in their particular subject area(s). In addition to this, teachers are responsible for adapting their materials and teaching styles to take into account the needs of students who are not native speakers of English. Subject teachers are encouraged to correct mistakes in English as well as content of written work, and to provide missing vocabulary where appropriate.

Teachers should encourage students to speak English in class (except in

Arabic, French, or Spanish classes), but should be aware that students may benefit from help from another student in their mother tongue in which they are not only linguistically more competent, but can also think in more easily.

**Languages Courses Offered by the School**

English, as the language of instruction is compulsory throughout the school. The courses offered in the Diploma Years is suitable for students with a variety of English levels from native speakers to those with a basic command of English.

All students have the opportunity to learn additional languages at the school. The school currently offers Arabic, Spanish and French depending on the grade levels.

**Assessment**

Assessment in language like all other subject areas within the school is carried out in accordance with the school’s assessment policy guidelines. These guidelines follow the general principles of the IB Primary Years, Middle Years and Diploma Programmes.

**HOMEWORK**

**The purpose of homework at ALS is to:**

• extend learning;

• reinforce new skills and concepts;

• prepare students for new tasks;

• consolidate previously learned skills and knowledge;

• enable students to revise effectively;

• establish independent habits of study.

The type of homework assigned and the length of time expected for students to spend on homework vary from grade level to grade level. Parents are encouraged to speak with the classroom teacher concerning issues related to homework.

Failure to give assigned homework on time will result in a time penalty and eventually no credit for the work. Work completed by someone other than the student will also not receive credit. No homework, projects or books will be delivered to students during school time. Students are required to bring the homework to school with them in the morning. Students will be expected to make up homework missed due to absence within a reasonable time frame determined by the teacher.

The basic standard for the amount of homework to be assigned is:

Grades 1-3: An average of 20 to 30 minutes per night

Grades 4-6: An average of 1 to 1.5 hours per night

Grades 7-10: An average of 1.5 to 2 hours per night

Grades 11&12: An average of 2 hours per night

**ACADEMIC INTEGRITY POLICY**

**Daily Homework**

Copying a daily homework assignment is considered just as serious as cheating on an exam, and both the giver and receiver of information will be dealt with according to the consequences listed below.

**Plagiarism and Cheating**

Plagiarism refers to a form of cheating. To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft.

You are plagiarizing if you

* present ideas as your own without citing the source;
* paraphrase without crediting the source;
* use direct quotes with no quotation marks, footnotes, or textual citation of the source;
* submit material written by someone else as your own;
* submit a paper or assignment for which you have received so much help that the writing is different from your own. This will be judged by the classroom teacher and the programme coordinator;
* are seen, by any ALS staff member, copying someone else’s work.

The Counsellor and the principal will keep records on each incident of cheating or plagiarism on homework, quiz, test, project, paper, lab, etc. The consequences are as follows:

**1st Infraction** – The Counsellor, Boys/Girls Coordinators and Principal are notified; a zero is given; the parents are notified by the teacher. Students can be allowed to make up the work with a maximum grade of 4 to replace the zero.

**2nd Infraction** - The Counsellor, Boys/Girls Coordinators and Principal are notified; a zero is given; and an after school detention is assigned. Parents will be informed in writing and a parent conference will be held with the teacher and the principal. The student will not be allowed to make up the work.

**3rd Infraction** – The Counsellor, Boys/Girls Coordinators and Principal are notified; a zero is given; the student receives a one day in-school suspension. Parents will be informed in writing and a parent conference will be held with the teacher and the principal. The student will not be allowed to make up the work.

Further incidents will lead to out of school suspension and academic probation. The contract the student is placed on will detail conditions of continued enrollment at ALS.

**PROMOTION/RETENTION POLICY**

**Grades 7-12**

**Promotion:**

Students who pass all courses and meet the attendance requirements will be promoted to the next grade level.

**Probation:**

* At the end of each quarter parents of students failing any course will be informed by in writing. Students at risk of failing will meet the principal, the counsellor, and the parents. Students failing any course will receive a biweekly academic monitoring report issued by the counsellors to inform parents of the students’ standing.
* Students whose grades are below 4 in one of the core subjects (English, Mathematics, Arabic, Science, and Social Studies) will be promoted on probation.
* Students who have failed two non-core subjects will be promoted on academic probation.

**Retention:**

* Students will be retained if they fail two core subjects.
* Students will be retained if they fail more than two subjects of any type.
* Students will be retained if they fail the same core subject for two consecutive years.
* Students will be retained if they fail the same two non-core subjects for two consecutive years.
* Students may not repeat any grade level more than once.
* Students may not repeat two consecutive grade levels.
* Students may not repeat more than two grade levels at ALS.
* Students will have to make up all missing required credits between grades 9 and 12 to be allowed to graduate from ALS.

**Students At Risk:**

During a marking period, if a student is not meeting the standards of a course or its requirements, the parents will receive an “At Risk” notification. Parents should not be surprised by report cards and at Parent-Teacher evenings with their child’s performance. Students at the risk of failing the year will meet with the principal, counsellor and parents.

**For students in K-6 who are at risk, achievement is discussed with the parents throughout the year. Decisions and recommendations regarding promotion on probation, retention or change of school are communicated to parents in a timely manner based on evidence related to achievement standards.**

**DISCIPLINARY POLICY AND PROCEDURES**

**Classroom Rules and General Behaviour**

Students are expected to follow classroom rules to ensure a safe and academic environment that allows all students the opportunity to learn. Students who violate classroom rules will be subject to disciplinary measures from the teacher and/or principal.

In order for students to make the most of their educational experiences they must assume the responsibility to:

* Report promptly to class, assemblies and other required student activities
* Bring appropriate material and supplies to class with them
* Not chew gum or bring food or drink (except water) in to the classroom
* Be attentive to the teacher’s instruction, work on assigned tasks, participate in class activities and complete all assigned work to the best of their ability
* Be respectful of the staff, other students and the learning environment

**Disciplinary Consequences**

Students are expected to demonstrate their maturity by complying with rules without constant monitoring. When sanctions are needed, the following consequence will apply.

**1. Detention**

**1a. Break/Lunch detention:** This will beassigned by the teachers as part of their classroom rules.

**1b. After school detention (ASD):** Students will be required to stay after school for one hour. Parent notification via email or direct telephone call is required.

**Examples of behaviour that would result in an after school detention includes:**

* Disrespectful behavior
* Collecting three incidents in a week as recorded by teachers on the incident sheet. For the first time ASD, a meeting will be held between student, counsellor and boys coordinator; parents will be notified either by phone or email.
* (3) tardies to class or school, or skipping part or all of a class while on campus
* Anti-social behaviour
* Swearing
* Bullying
* Continual disruption of classroom instruction

**Examples of off-task offences recorded on the incident sheet:**

1. Interruption during direct instruction
2. Socializing/Off-task
3. Disruptive actions to include loudness, noises, yelling, attention seeking, interrupting, exaggerated laughing, etc.
4. Out of seat: Moving about the classroom without permission or valid reason
5. Minimal or no effort
6. Misusing, throwing, or destruction of materials
7. Horseplay: Touching/Pushing/Grabbing, Hitting, Slapping, Faking Punches, Chasing, etc
8. Unprepared for class (*missing homework, research reference*, work*book, project,* pen, etc.)
9. Refusing clean-up of personal area
10. Arguing/refusing to accept “No.” for an answer. Aggressively begging an issue.
11. Dishonesty/attempted manipulation or deception
12. Inappropriate comments/tone to staff
13. Inappropriate language
14. Tardy
15. Refusing to follow a request/directive
16. Unkindness to peer(s) (verbal or physical)
17. Refusing to speak in the language of instruction
18. Refusing to identify oneself.

**2. Suspension**

Students will not be allowed to participate in any school activities during the period of suspension and a parent conference will be required before the student may return to regular classes.

**2a. In-School Suspension:**

In-school suspension will be in an office at school with teachers sending students their work from the classroom. Students who receive in-school suspension are required to bring their own lunch to school.

**2b. At-Home Suspension:**

Students who receive at-home suspension for the first time are allowed to make up projects and tests, but will receive an automatic 20% deduction.

The second time they receive an at-home suspension, they will lose credit for any work missed.

• Parent notification via email or direct telephone call is required

• For major misbehaviour, parent conference in person with the Principal is required.

• Restoration or payment for damaged property is also a consequence.

**Examples of behaviour that would result in suspension include:**

* Repeated violations of school rules or policies
* Use or possession of tobacco products
* Vandalism or initiating a fire alarm (All replacement costs will be covered by the student)
* Fighting
* Leaving school or missing multiple classes without authorization
* Major disruptions involving violence, defiance, force, insubordination or threats
* Possession or use of dangerous materials
* Forceful or unlawful entry of school premises or rooms
* Making threats, mental or physical assault, abuse or harassment of students or staff
* Cases of theft or forgery
* Misbehaviour or disruption during examinations

**3. Disciplinary Probation:**

Students who consistently misbehave at school may be placed on Disciplinary Probation. A letter will be sent home to inform parents that their child has been placed on Disciplinary Probation. Students on Disciplinary Probation will be monitored closely by the boys/girls coordinator and the principal.

A student must earn the privilege to be removed from probation. While on probation students will be restricted from participation in any extra-curricular activities and field trips. Visits to testing centres and CAS activities may be an exception.

The student will be placed on disciplinary probation for at least a quarter and the parents will receive a letter from the Principal informing them of the reasons for their son/daughter being placed on disciplinary probation.

If a student is on disciplinary probation and his/her behaviour does not improve for the second quarter in a row, then:

* Another letter will be sent to the parents informing them of their child’s inability to behave in a way that allows him/her to be removed from probation;
* A meeting will take place between the Principal, Counsellor, and Parents to discuss the matters in detail, and to inform the parents that their child risks being asked to withdraw from the school.

**4. Expulsion**

Expulsion will be recommended when it is determined that the student is a threat to the safety and welfare of others, has continuously or seriously disrupted the education of others or when a student has been placed on a behaviour contract by the administration and has not fulfilled the requirements of this contract. Final decision needs the approval of the Board of Trustees.

**ALS Behaviour Plan**

In order to discourage student insubordination, frequent detentions, tardiness, and regular disruption of the learning environment, ALS will implement a progressive discipline structure toward the goal of freeing the learning environment of unwanted behaviors. A paper referral must be written by the teacher.

|  |  |
| --- | --- |
| **Unwanted Behaviour** | **Plan for Correction** |
| * **5 after school detentions** resulting from incidents or a referral. * Being repeatedly late for a detention. * Refusing to serve/skipping a detention. * Insubordination/defiance: leaving class without permission in an angry huff, refusing to leave class when told, hitting things on the way out of class, one inappropriate word or sentence directed at the teacher, threatening a teacher, inappropriate nonverbal gesture, physical aggression, etc. * Racist comment to a peer * Bullying | * The student shall serve **one full day of In-school Suspension (ISS).** |
| * **3 additional** after school detentions resulting from incidents or another referral (8 total). | * The student stays home for **one day of suspension**. He/she must collect the homework before they leave or pick it up on the following morning. |
| * **2 additional** after school detentions resulting from incidents or another referral (10 total). | * The student stays home for a **second day of suspension**. He/she must collect the homework before they leave or pick it up on the following morning. * At this point, the **student’s classes are closed** until a parent can come in for a meeting with the Principal regarding an **Individualized Behavior Plan** for 10 consecutive school days. |
| * A combined accumulation of **12 days of ISS or out of school suspensions**. | * **Classes are closed.** ***Review of placement******meeting***with the Superintendent, the Principal, a teacher or school counselor, the parents, and the student. |

**Automatic Suspensions**

Insubordination – 1 day

Vandalism – 1 to 10 days

Fighting – 1 to 4 days

2nd occurrence of bullying – 1 to 2 days

3rd occurrence of bullying – 1 to 4 days

\* The Principal reserves the right to dispense the appropriate consequence based on the severity of the action of the student.

\*\* A 10 Day behavioural plan might be applied with some students before detention number 10 depending on the case.

\*\*\* The progress made by students during the year will be considered when applying the disciplinary consequences.

**Other behaviours that result in consequences include:**

* **Mobile Phones, IPods and Laptops:** Mobile phones,Ipods and laptops are not allowed in class without teacher’s permission. If used during class without permission they will be confiscated. Students can use them responsibly during the breaks; however, any phone calls home can only be made from the principal’s office. Parents and students should be aware that the students are responsible for these items in school. The school will not be held responsible for the damage or loss of any items belonging to the student. If a teacher on duty feels that a student is irresponsible in the use of these items, the teacher has a right to confiscate it and the student will be banned from using it. The Parents will be notified in this event.
* **Food Delivery:** The delivery of food to the school campus is not allowed. This can lead to detention on Wednesday after school.
* **Smoking:** Will result in an out of school suspension and parents will be informed.
* **Out of Uniform:**  All teachers will send the students to the principal who will send them home to change or have their parents bring their proper uniform. Students will not be allowed to attend classes without the proper uniform. Repeated offence will result in a detention or suspension. The school uniform is available for sale at school. During cold weather students are allowed to wear a solid colour jacket over the regular school uniform. Jackets or sweatshirts worn over the uniform should have no patterns or designs on them.

**Unacceptable Consequences for Students:**

• Corporal punishment

• The use of group punishment for individual or small group behaviours

• The use of academic work as a disciplinary procedure to correct a behavioural concern. (i.e.assigning extra homework)

• Use of evaluation procedures as a method of discipline (i.e. – arbitrarily assigning a test)

Disciplinary procedures are progressive. When it is clear that the methods being used are not having a positive effect on the students’ behaviour, more serious consequences will be applied. If a very serious behaviour problem arises, one that cannot wait to be attended to, teachers should call the Boys/Girls coordinator before sending a student to the office. A student referral form must be completed and given to the appropriate Principal.

**ATTENDANCE POLICY**

**Philosophy:**

Academic success is directly related to attendance and behaviour/attitude.  Administrators, coordinators, counsellors, teachers, students and parents must work together to make sure students are present and on time to each class of the day and exhibit the right attitude. There must be a conscious effort by each person in our community to help students arrive at class on time and be prepared to learn.

It is expected that students will attend every class of every school day. All teachers will record attendance each period on Powerschool as well as keep an accurate record for each class. This policy will only work if each person involved participates consistently in its implementation.

**Roles and Responsibilities:**

**Administrators –** will support teachers by assigning after school detention and supporting all other interventions.

**K-3, Boys and Girls Coordinator –** will meet with habitually tardy or misbehaving students and make parent contact.

**Teachers –** will make every effort to monitor students in between classes while greeting students at the door. They will keep the student traffic moving and be a positive adult presence showing students that teachers do want them to be on time.

**Teachers’ responsibilities include:**

* Recording attendance daily in their roll books and Powerschool.
* Not allowing students out of class without a proper hall pass.
* Recording the necessary information on the incident sheet located on the academic drive. Recording tardy students between 7:30- 7:40 and between classes is compulsory.
* Tardy students between classes should not be send back to the office to take pass. Teacher will inform the office either by call or email and by using the incidents sheet.
* Being a positive role model by being prepared and on time to class.

**Students –** will arrive to every class on time.  They will attend all lunch/after school detentions and participate in the assigned interventions.

**Minimum Attendance:**

* For grades 9-12, students are required to be in attendance for a minimum of 85% of the periods of course.
* For grades K-8, students will risk promotion to the next level if they miss more than 30 school days.
* All absences from class with the exception of field trips or school sponsored activities/sports are considered as absences for the minimum attendance policy.
* Every three tardies will be counted by Powerschool as one period absence.
* Every effort should be made by the students and parents/guardians to see that the students are in all their classes every day.
* Extraordinary situations will be reviewed and considered by the administration.

**Morning Tardy:**

If students arrive at school late, they are required to go directly to the principal’s office in order to obtain late slips. The principal’s assistant will record every time a student is late for school. The school administration will take the necessary steps to modify the behavior of students who are frequently late.

**Tardy to Class:**

* Students are expected to be in class on time. All students tardy to any class including homeroom and assemblies will be recorded on the incident sheets.
* In the event a student is late for break detention or entirely misses it, he/she is required to report to the office the same day for an after school detention.
* If a student’s lateness becomes chronic, the administration will use other measures such as assigning Thursday school.

**Absence from School:**

Parents are requested to call the principal’s office to inform the school if a student is absent. In case of illness, parents are requested to call principal’s assistant by 09:00 to report the absence. In the event that telephone contact is not made, the student must bring a note to the office on his/her first day back. Students absent for more than three days should bring a doctor’s note. All students following any absence will be given absence slips by the principal’s office. In order to make up the work missed during an absence, the parents must provide a letter/medical report for approval by the principal.

**Disciplinary Consequences**

1. Break/Lunch detention: This will be assigned by the teachers as part of their classroom rules. Teachers can assign lunch detentions when needed or they can record the incident on the incident sheet on the academic drive.
2. Teachers have to report students who are late to class on the incident sheet.
3. Students who come between 0740 and 0800 will be given an after school detention on the same day.
4. **Students who come after 0800 will not be allowed into school without a written note from their parents.** In addition, those students will receive an after school detention and will not be allowed to make up the work missed.
5. Three incidents (behaviour, tardiness between classes, no homework, no book, no uniform, being disrespectful, being disruptive …etc) will cause the student to serve an after school detention. Parent notification via email or direct telephone call by the respective coordinator is required. The detention is served after school during that week provided there is enough time to notify the parents. The respective coordinators will regularly check and update the incident file on the shared drive every week.
6. Skipping class results in an after school detention. Students 20 minutes late to class will be considered skipping.
7. If a student’s lateness becomes chronic, the administration will use other measures such as assigning school on Thursday.

***Note to parents: Communication with the school is very important, please make sure you contact the school in case of inevitable delay.***

**COMPUTER USE POLICY**

All students at ALS are expected to use computers, the school network and facilities, email, and the World Wide Web in an ethical manner appropriate for a school setting. At all times, ALS students are expected to conduct themselves in a manner which is cognizant of the rights, feelings and freedoms of others as well as themselves. Due consideration must be given at all times to the effects one's actions have on other members of the ALS community and our global society in general when using technology both at home and at school.

**CLINIC**

The school operates an onsite clinic which provides emergency first aid treatment. In the event of a major emergency or disaster, the school will be evacuated. Further instructions will be given, depending upon the nature of the emergency.

We encourage parents to have their own medical insurance to cover the costs of extra medical care that may be related to any accident that occurs.

**AFTER SCHOOL ACTIVITIES (ASA)**

Students are encouraged to participate in after school activities (ASA). Teachers and other instructors offer a wide variety of extra-curricular activities after school from 1440-1540 on Sundays, Mondays, Wednesdays and Thursdays. Activities are offered to all students from grades 1-12 over two sessions during the year. A small fee is applicable to some activities.

**ASSEMBLIES**

ALS holds several assemblies throughout the year. The assemblies provide opportunities for students to demonstrate leadership and celebrate learning and achievement. Guest speakers and parents are invited on specific occasions and/or theme assemblies.

**PRIVATE TUTORING POLICY**

The purpose of private tutoring is to help students develop specific skill deficiencies and should assist the students’ overall development. It should not be for homework assistance or cramming before exams. Students need to become self-reliant and be able to sit down and complete their homework. Also, students should study during class time and ask the teacher’s assistance for homework and exam review and not have to pay for additional tuition if they have been responsible during the term.

Teaching students is mainly the responsibility of the school. The school encourages students to develop independent thinking and problem-solving skills. Most often it is best to have the student work out misconceptions and non-understanding independently. However, there are cases where tutoring is a substitute for missed learning time and/or lost skills.

Intensive tutoring to complete homework assignments, projects or pass a test usually does not address the underlying weakness of a student. More often than not it offers a short-time solution to long-term problems. Effective tutoring should help remediate weaknesses of the child.

Parents are encouraged to monitor their children’s work at home and help them to complete their assignments independently.

When they have concerns about their child’s performance in a class parents are encouraged to call the school to arrange an appointment with the teacher concerned.

Advanced Learning Schools does not encourage private tutoring.

**ALS teachers are not allowed to tutor the students they teach at school. In certain cases there might be a need to teach students from other grade levels. This has to be approved by the superintendent.**

**GENERAL INFORMATION**

**House System**

Each student and each member of faculty is assigned to one of the four school houses designated by the colours red, blue, green and yellow. During the year, a variety of house competitions take place.

**Books and Supplies**

Textbooks are issued to each student. Students are asked to return the textbooks at the end of the year. Students are responsible for bringing their own supplies and for the maintenance of the supplies provided by the school and, if necessary, their replacement cost.

**Lockers**

Students in grades 6-12 are provided with lockers and locker keys as soon as the school starts. Students have to pay 20 SR to replace a lost key the first time and 40SR the second time. All keys must be returned at the end of the year as part of the students’ check out procedure. Students will pay 40 SR at the end of the year if they are unable to return the key. A replacement cost is paid by the students in case of locker damage.

**Snacks**

K-6 students will normally eat packed lunches in their classrooms. In an effort to help your child be prepared to learn, nutritionists advise that children should eat complex carbohydrates, fruits and vegetables and fatty fish. A nutritious snack and lunch should be made up of foods high in grains, nuts, eggs, salmon, tuna, berries, dried fruits as well as other fruits and vegetables. Refined sugars and flour are considered “brain drain” foods, so sugary cereals, cookies, cakes, juices and drinks with high fructose corn syrup and even white bread are not good choices for good brain function. A good practice is to read the ingredients list for all the processed foods bought. If sugar is one of the first three ingredients then we request this product not be sent with your children to school. This product will not benefit them in the classroom with their learning. Students in grades 4-12 have the option to bring a packed lunch or buy food from the vending machines at the school.

**Birthdays**

Students are allowed, with prior permission from the classroom teacher, to bring one (1) birthday cake which might be shared only with the whole class during the lunch break.  
No birthday celebrations will take place during teaching hours. The birthday cake must be brought in the morning with the student. No birthday cakes will be delivered during school hours.

**Telephone**

The school has limited telephone facilities, which are to be used for official calls only.

The main office phone number is **011 207 0926**.

Students need written permission from a teacher before they can use the phone. Students may not use their own personal phones in school, unless under adult supervision.