



POLICY HANDBOOK

2016/2017

[Abstract](#)

This Policy Manual provides staff, parents and students with clear policy statements to guide the daily procedures impacting the education and well-being of all members of the Virginia International Private School community.



VISION

Virginia International Private School is seen as a lead school in the United Arab Emirates, developing all learnings for successful participation in society and in the global economy.

MISSION

To produce life-long learners who are innovative and creative, highly competitive in the modern economy and who are champions of UAE culture and heritage.

VALUES

- Innovation
- Honesty
- Empathy
- Respect
- Creativity
- Responsibility
- Collaboration



MAIN OBJECTIVES

Virginia International Private School has a vision set firmly on the future. At VIPS we are committed to providing our students with the qualities and skills needed for them to become leaders and innovators in the 21st Century.

Our school is a learning organization where each student is carefully monitored, supported and challenged to reach his/her full potential. Our teachers work collaboratively to bring discovery and enjoyment into our classrooms. We clarify our learning expectations, monitor individual student progress toward those expectations and provide appropriate supports that ensure positive learning outcomes. Through the integration of science, technology, engineering, arts and mathematics (STEAM) our teachers ensure students have many opportunities to experience real-life links between the disciplines through project-based learning and application of knowledge. We do not forget either that a healthy body is as important as a healthy mind and place importance on physical activities, nutrition and safety. Our academic activities are complemented by our rich extra-curricular offerings.

We are committed to the success of all students, and recognize the importance of maintaining a safe, supportive and respectful learning environment. We utilize a responsive classroom approach, which has a strong link between academic success and social/emotional development. All members of the school community are responsible for developing and maintaining a positive school culture.

Virginia International Private School encourages active parent and community participation. Opportunities to volunteer are numerous and vary based on parent interests, availability and classroom needs. Parents are encouraged to join us as guest readers, library support, or presenters during classroom-centered activities. Research and experience tells us that when parents contribute positively to the school, student performance levels improve.

SECTION 1: Governance

The Governance Policies in this handbook are taken directly from ADEC's Private Schools Policy and Guidance Manual 2014-2015:

Policy 17: Governance Corresponding to Article (22) of the Organizing Regulations

DEFINITION(S):

For the purposes of this policy, governance is defined as the set of rules, practices and procedures through which the School is directed and guided in a manner that guarantees justice, accountability, transparency, quality, integrity and the balance of the interests of all stakeholders without jeopardizing educational values or the Council's Code of Ethics. Governance works by balancing the interests of a School's stakeholders including students and their Parents/Guardians, as well as Administrative, Teaching and Technical Faculty members, service providers, government authorities, and the community at large in addition to School Owners.

PURPOSE(S): To ensure that all Schools have systems of governance that have been properly and effectively prepared, based on an effective Board of Trustees.

POLICY:

This policy is closely linked to Policy (18) on Appointment and Roles of the Board of Trustees, and details some integral characteristics pertaining to its way of operation (e.g. representation requirements, confidentiality and independence of members).

Each School shall have clearly defined Governance Rules outlining the composition, responsibilities, functions and working mechanisms of the Board of Trustees in a way that does not contravene the provisions of this Manual. Any governance rule shall be deemed null and void if it contravenes any provisions of the Regulations, related decrees or this Manual. These rules must be implemented at all times in conformity with the laws, regulations, and decrees in effect and in accordance with the provisions of this Manual.

A School must present to the Council a copy of its Governance Rules for approval, as soon as the School finalizes the drafting of these, and within a period not exceeding three months before the issuance of a School's Temporary License. The School must also present a copy of any amendments to the rules for approval, before they are adopted.

Taking into account the Council's requirements, laws, regulations and associated decrees, each School Owner shall have full discretion regarding the composition of the Board of Trustees, Governance Rules adopted and the committee structures established to prepare and support the Board of Trustees' functions.

Ideally, a School's Board of Trustees is based inside the UAE. In the event that an Owner/Operator of a School has a management structure and/or existing governing board outside of the UAE that satisfies the governance requirements specified in the Organizing Regulations and this Manual, an additional advisory council must be established inside the UAE consisting of representatives of the

teaching staff, Parents/Guardians and local businesses as prescribed by this policy in order to achieve the Board of Trustees membership requirements.

This advisory council should not be the same as the typical Parent/Guardian council, which ordinarily focuses efforts on supporting School activities and events, contributing to improving student achievement, etc. Rather, this advisory council must serve as the local voice of the School on School's policies and governance matters and must be afforded a channel to communicate with the Owner's/Operator's existing governance structure outside of the UAE, by having a member of the Owner's/Operator's executive team serve as a member of the School's advisory council inside the UAE, if possible.

Should a School choose to have such an advisory council, the School must be able to demonstrate to the Council's inspectors that such advisory council serves a meaningful role in the School's governance and decision making process in accordance with the Organizing Regulations and this Manual.

ROLES AND RESPONSIBILITIES:

License holders will:

- Prepare Governance Rules according to the provisions of this Manual and present same to the Council for approval, within a period not exceeding three months from the date of issuance of the Temporary License. The School must also present a copy of any amendments to the rules for approval, before they are adopted.
- Take urgent steps to establish a Board of Trustees, if one has not been established yet, taking into consideration the intended structure, personnel required and the proposed relationship between the Owner and Principal (see Policy (18)).
- Ensure effective management and the presence of the necessary skills and competences in the Board of Trustees.

The School Principal will:

- Set policies and procedures that enable the Board of Trustees to achieve its goals, and maintain an up-to-date master copy of all policies and procedures on the Schools' information system.
- Ensure that all staff take into consideration policies and procedures that relate to enabling the Board of Trustees to fulfil its objective.

Policy 18: Appointment of the Board of Trustees and Specifying its Functions Corresponding to Article (23) of the Organizing Regulations

DEFINITION(S):

The Board of Trustees is defined as a board appointed by School Owners. Its members include qualified representatives and Parents/Guardians. It exercises the roles and authorities provided for in this policy in a manner that is defined in the School's Governance Rules.

Responsibilities of the Board of Trustees are the responsibilities that the Board carries out and are outlined in this policy. They aim at directing and operating the School in a manner that guarantees

justice, accountability, transparency, quality, integrity and balances the interest of all stakeholders without jeopardizing the educational values or the Council's Code of Ethics.

For the purposes of this policy, conflict of interest refers to a financial interest, personal interest or other interest that a member of the Board of Trustees may have with regards to School affairs and that may be in conflict with the best interests of the School. Examples include: To request that the

School purchase goods or services rendered by a business owned wholly or partially by a member of the Board of Trustees or one of his/her immediate relatives. To request that the School employ a relative or a friend of a member of the Board of Trustees without following due recruitment processes and without such person satisfying the position's requirements.

PURPOSE(S): To ensure that strategic decisions affecting the School are made collectively at the Board of Trustees level in consultation with various stakeholders and are in line with best practices and adhere to the values, morals and customs of UAE society. To outline the representation requirements of Board of Trustees. To illustrate how the Board of Trustees operates. To emphasize the importance of confidentiality of Board of Trustees' discussions and its independence (if needed, for example, discussing the Principal's contract).

POLICY:

This policy relates to the appointment of the Board of Trustees, defining its responsibilities, and outlining the main characteristics of the way the Board of Trustees operates, such as representation requirements, confidentiality, and independence of its members. Taking into consideration the Council's requirements, rules, regulations and decrees, each School Owner is at liberty to form the Board of Trustees, agree the approved

Governance Rules and determine its structures that are to be established to support the functions of the Board of Trustees.

Each member of the Board of Trustees must adhere to the Board of Trustees' collective responsibilities. No Trustee shall bear personal liability for any action or decision they take if conducted with integrity, in a reasonable manner and in good faith.

The Board of Trustees is responsible before the Council for the implementation of the School's strategic plans, and achieving its goals and mission. The members of the Board of Trustees play an important role in ensuring Principals are accountable for the way they implement the School's strategic plans, as well as fulfilling its mission and goals.

The Board of Trustees offers support and advice to the Principal and staff with regard to clarifying the strategic vision and providing advice on financial matters, other professional matters and quality assurance. In particular, they must increase the effectiveness of the School's structures of accountability, establish or support strategic vision, ensure that there is efficient financial leadership, offer advice to the Owner, and evaluate the effectiveness of the Principal in the implementation of Board of Trustees-approved policies, strategic priorities and the management of the budget. The Board of Trustees must leave operational matters to the Principal and his/her Administrative Faculty and remain focused on strategic governance. The responsibilities of the Board of Trustees include the following: Take responsibility before the Council to introduce the functions and objectives of the school to the concerned persons from the school community.

Reviewing periodically School aims and aspirations and working on implementing and evaluating the progress made in this regards. The Board of Trustees should also review its responsibilities and mission regularly to ensure their success. Ensuring effectiveness and efficiency in the conduct and operation of the School according to the Council's regulations, policies and requirements. Having full knowledge of all applicable federal and local rules and regulations relating to Private Schools, and doing what is necessary to ensure School's compliance and adherence to their provisions.

Responding to the Council's directives and requirements, for example in relation to inspection outcomes and compliance issues. Appointing, appraising and dismissing, if necessary, the School's Principal after obtaining the Council's approval. Holding the Principal accountable for his implementation of the Board of Trustees-approved policies and plans. Approving School policies and development plans, and ensuring that the Principal's development policies and plans support achieving the School's mission and values. Setting out the School's financial needs and operating budget, supervising the preparation of the School budget and approving it. Approving the School's strategic plan and other related development plans.

Reviewing new School policies and changes to existing policies and approving those deemed appropriate. Promoting ethical values, taking into consideration adherence to the values, morals, norms and traditions of UAE society, and compliance with policies through appropriate and effective oversight. Measuring the School's success in implementing its mission and aims and ensuring corrective actions are taken if results show there is a need. Investigating formal complaints against the School and taking appropriate actions in accordance with the School's complaints policy. Other duties of the members of the Board of Trustees may include: Attending major School events such as the UAE's National Day. Creating links and partnerships between the School and the wider community. Overseeing the management of the School's finances. Ensuring the provision of buildings based on high quality building standards and resources. Reviewing staff performance, salaries, privileges and working conditions, compared to other similar Schools.

Neither Owner nor the members of the Board of Trustees shall be involved in the daily operations of the School. They shall not have a permanent office base at the School, nor should they disrupt the regular operation of the School by visiting it on a daily basis.

Confidentiality

The content of Board of Trustees' discussions is strictly confidential. Its members, and any others involved in any of its functions from time to time, agree as a condition of their participation to keep such discussions strictly confidential. This condition applies both during and indefinitely after their service term, provided disclosure is not legally required.

Independence

The Board of Trustees will be chaired by a person who is neutral and whose leadership is not compromised by personal or prejudicial interests. Members of the Board of Trustees should not have interests that could compromise their impartiality in promoting the best interests of the School. Such interests constitute grounds for exclusion of the member from the Board based on the School's applicable Governance Rules. Members of the Board of Trustees are individually responsible for making known to the other members any circumstances that could involve a potential conflict of interest.

Representation

An effective Board of Trustees shall consist of members of good moral character and standing and with skills in relevant areas such as law, financial management, education, social services and student protection, human resources, marketing, project design and construction and other fields, and who are familiar with UAE society's values, morals and customs.

In order to have effective and proper governance, the Board of Trustees must include representation from the School's community such as Parents/Guardians. However, Parent/Guardian members of the Board of Trustees should not use their presence on the Board of Trustees to defend their personal interest or the interests of their children, but rather to contribute their thoughts and insights to serve all students and achieve the School's objectives. As a best practice, it is recommended that the School's Parents/Guardians elect those who will represent them on the Board of Trustees. The Board of Trustees should include at least one representative of the Teaching Faculty, as teachers could also make valuable contribution to the Board of Trustees' work. They too should not use their presence on the Board of Trustees to defend their own personal interests. As a best practice, it is recommended that the School's Teaching Faculty elect the teacher or teachers who will join the Board of Trustees. Representatives of local businesses will often have an important role to play in achieving the School's objectives and supporting the School's programs. The Board of Trustees is therefore encouraged to include in its membership such representatives. The Owner may chair the Board of Trustees or be a member therein, and he/she has the right to vote on decisions in accordance with the Governance Rules. ¶ Principals shall not have the right to vote like other members of the Board of Trustees, but their role in the Board of Trustees (by virtue of their position) shall be to provide useful information about School operations and to offer advice and analysis to inform the Board of Trustees' decision-making process. A Principal shall not attend meetings of the Board of Trustees where matters regarding their performance and compensation are to be discussed or at any other time as the Chair of the Board of Trustees deems appropriate. The method of selection of members of the Board of Trustees must be clear and transparent, and organized to maintain the Board of Trustees' continuity and institutional knowledge. All members of the Board of Trustees shall have full voting rights in respect of its decisions. A School's Board of Trustees shall comprise a number of members, being not less than five and not more than nine members, including the Chair, unless the School's size and needs merit additional members. Potential Board of Trustees members are not permitted to give any financial or other gifts to the Board of Trustees. Members of the Board of Trustees may not accept such gifts on behalf of the School to secure or maintain the membership of an individual in the Board of Trustees.

Membership Term in the Board of Trustees

A member of the Board of Trustees should hold the position for a term of not more than three years. If his/her membership terminates because of resignation or dismissal from the Board of Trustees, a replacement member must be appointed for the remainder of the term. A member of the Board of Trustees may be appointed for an additional term via the selection process conducted at the conclusion of the previous period in accordance with the School's Governance Rules. The Owner shall be exempted from the foregoing restrictions on the membership term of a member of the Board of Trustees. Members of the Board of Trustees are to serve in an honorary capacity and



without remuneration, except for some School-related expenses that the Board of Trustees deems appropriate.

In order to ensure continuous improvement and to formulate the following year's Board of Trustees' goals and objectives, the Board of Trustees is encouraged to conduct an annual review of its own performance and to invite feedback from the Principal as part of the process.

Schools that fail to establish effective governance through such a Board of Trustees, as judged by the Council's inspection processes, shall be liable to punishments and sanctions as per the Council's regulations, laws, and decrees that are in effect.

ROLES AND RESPONSIBILITIES:

Schools, represented by Owners and the Board of Trustees will:

- Abide by the requirements set out in this policy and relevant regulations.

Policy 19: Formation of Sub-Committees of the Board of Trustees Corresponding to Article (24) of the Organizing Regulations

DEFINITION(S):

For the purposes of this policy, the sub-committee is a specialized committee permanently or temporarily created by the Board of Trustees for a particular purpose. It operates according to the responsibilities and authorities stated in its formation decision. Its role should be to support and help the Board of Trustees.

PURPOSE(S): To clarify the Board of Trustees' right to form sub-committees which support it and assist it in conducting its affairs.

POLICY:

The Board of Trustees may create sub-committees which support its affairs and assist its functions, by drawing on the skills of its members (e.g. the School Complaints Committee (see Policy (21)), the School Development Committee (see Policy (22)), and the School Disciplinary Committee (see Policy (50)). The Board of Trustees may also create other committees with such functions as the following: financial affairs, health and safety, student protection, school curricula and resources, school buildings and facilities, employee affairs.

Some of these functions may be combined within a single sub-committee, such as the Finance and General Purposes Committees. These committees will have particular significance when a School is applying for accreditation with an external Accreditation Agency as a means of demonstrating good and effective governance.

ROLES AND RESPONSIBILITIES:

School Board of Trustees shall have the right to:

- Create permanent or temporary sub-committees, where needed, to assist it in conducting its affairs.
- Set out the mandates (roles, responsibilities and timelines) of these subcommittees.



Policy 20: Meetings of the Board of Trustees Corresponding to Article (25) of the Organizing Regulations

DEFINITION(S):

Quorum refers to the number of members of a Board of Trustees that are required to be present, being not less than two thirds, for the Board of Trustees to legally carry out its functions.

A casting vote is the deciding vote (when all votes are equally divided).

PURPOSE(S): To emphasize the need for Boards of Trustees to hold regular meetings. To identify the quorum requirements and the mechanism for arriving at Board of Trustees' decisions.

POLICY:

The Board shall meet at least once every three months upon request of the Chair or Owner of the School, to discuss and debate the courses of action relating to its roles and responsibilities, to arrive at new decisions, and to ensure that the educational and operational results presented to it are in conformity with the School's vision, mission and strategic plan.

A meeting of the Board of Trustees shall have achieved quorum if all members have been invited and if it is attended by at least two-thirds of its members. Decisions of the Board of Trustees shall be made by a majority of those members attending. In case of equal votes, the side of the Chair of the meeting shall prevail. All meeting minutes of the Board of Trustees shall be recorded and made available for the Council when required or requested.

The School Principal will attend the Board of Trustees' meetings, without the right to vote on decisions, in order to deliver an operations report and to respond to any questions on the School's operational performance. In case the School Principal cannot attend, the Vice Principal shall be deputized to act on his behalf. The Principal or his designate should not attend any Board of Trustees' meetings when such relate to discussing the Principal's performance evaluation, or his financial matters, or at any other time the Chair deems appropriate.

Official Board of Trustees' meetings may be open or closed, at the discretion of the Chair. At open meetings, stakeholders (e.g. Parents/Guardians, teachers, etc.) may be allowed to attend as observers and may submit a topic for discussion beforehand. Its inclusion on the agenda and the participation of stakeholders in the discussion will be decided at the discretion of the Chair of the Board. It is expected that at least part of every regular Board of Trustees' meeting will be open. At closed meetings, only members of the Board of Trustees, the School Principal, and others specifically invited by the Board of Trustees, may attend. Only Board of Trustees members may attend closed executive meetings.

ROLES AND RESPONSIBILITIES:

Schools (members of the Board of Trustees, the Principal and Vice Principal) will:

- Satisfy the requirements set out in this policy and relevant regulations.



Policy 21: School's Complaints Committee Corresponding to Article (26) of the Organizing Regulation

DEFINITION(S):

For the purpose of this policy, the School Complaints Committee refers to the School permanent sub-committee that is formed by the Board of Trustees and its responsibility is to consider written complaints filed against the School and its modus operandi whether from a Parent/Guardian, member of staff, student or any other stakeholder, hereinafter referred to as the "complainant".

PURPOSE(S): To address all complaints made against the School and its operations, and dealing with them effectively and promptly.

POLICY:

Schools must establish a permanent School Complaints Committee that shall consider all written complaints made against the School and its operations, and attempt to resolve these, in line with the School's policies and the Council's regulations, policies and requirements. The Principal shall chair the School Complaints Committee, and may delegate this authority to others as he deems appropriate.

Complaints should be resolved at the School level, and if necessary with the help of the Principal (e.g. in respect of complaints from Parents/Guardians, teachers or other School staff). In case the parties are dissatisfied with the Principal-proposed solution, the complainant should refer the complaint, in writing, to the School Complaints Committee. If a complaint has been made against the Principal, then the Principal shall be excluded from the committee and replaced with a member of the Board of Trustees. All written complaints shall be acknowledged within 24 hours of receipt. The School Complaints Committee shall review and respond to all complaints in writing within ten working days. If the complaint has not been properly handled, the complainant has the right of appeal to the Council against the decisions of the School's Complaints Committee.

The School must keep a record of all meetings held between the members of the committee and the complainant (being a Parent/Guardian, or teachers or stakeholders) and to present the same to the Board of Trustees, and the Council, if requested. The School must also provide the Council with the name and contact information of the Chair of the School Complaints Committee, in order to facilitate communication with him/her.

ROLES AND RESPONSIBILITIES:

School Owners and the Board of Trustees will:

- Establish a School Complaints Committee.
- Oversee the work of the School Complaints Committee.
- Ensure that the School Complaints Committee deals with all complaints regarding the School and its operations professionally, effectively and promptly.

Schools will:

- Handle all formal complaints professionally through the procedures mentioned in this policy and its corresponding Article 26 of the Organizing Regulations and in line with the



School's policies. Inform Parents/Guardians, students, staff and other School stakeholders of the roles and responsibilities of the School Complaints Committee.

Policy 22: School Development Committee Corresponding to Article (27) of the Organizing Regulation

PURPOSE(S): To supervise the progress made by the School with regard to the agreed key performance indicators specified forth in the development plan. To ensure that School programs and operational standards are applied and maintained at the high levels of quality required to achieve the School's mission in line with the Council's requirements. To continuously develop the work of the School in order to meet the standards of leading international educational systems.

POLICY:

The School Development Committee shall prepare School Development Plans and monitor the implementation of these plans effectively and consistently. The Principal shall be the Chair of the School Development Committee which shall include members of the School's Administrative and

Teaching Faculties. The School Development Committee may include representatives of Parents/Guardians and students.

The School Development Committee shall oversee the School's progress in relation to the agreed upon key performance indicators as specified in the School's development plan. The School Development Committee should encourage the members of the Board of Trustees, staff, students and Parents/Guardians to propose innovations and other ideas to improve the work of the School, its students and the wider community. The Council will expects that Schools what have a Council-Accredited License will contribute to the improvement of other Schools through initiatives entered into with less successful Schools, in accordance with the Council's strategic plan.

The School Development Committee shall submit all improvement plans to the School's Board of Trustees for approval, and to the Council as set out in Policy (60) (see also Policies (59) and (61)).

ROLES AND RESPONSIBILITIES:

School Owners and Trustees will:

- Establish a School Development Committee.
- Oversee the work of the School Development Committee.
- Ensure the School Development Committee develops clear strategies for improvement based on recommendations of the School inspection reports.
- Review and approve the annual School Development Plan.

Principals will:

- Chair the School Development Committee and complying with the requirements of this policy.
- Manage the School development planning process.



One of the mandates of the Board of Trustees is to support Virginia International Private School in seeking an Accredited License. As such, the following ADEC Policy will be adhered to:

Policy 10: Granting Accredited License* Corresponding to Article (14) of the Organizing Regulations

DEFINITION(S):

For the purposes of this policy: Accreditation is a vehicle for School improvement and a quality assurance process leading to international recognition of the School itself by globally recognized Accreditation Agencies that have been approved by the Council. A Council-Accredited License is the highest category of licensing among License categories, acknowledging Schools that are able to provide high-quality educational services. It is issued after a School has completed a self-evaluation and undergone an external accreditation review focused on confirming high standards.

PURPOSE(S): To encourage License holders to upgrade their School's License from a General License to a Council-Accredited License.

POLICY:

This policy is linked to Policy (21), which elaborates on how Schools can acquire accredited status from an agency that is approved by the Council.

Schools must submit an application for the Council-Accredited License and pay the stipulated fees. The Director General may grant the Council-Accredited License to a School that has achieved Band (A) when inspected and which has been fully accredited by a Council-approved Accreditation Agency. The School is then deemed to meet the Council's criteria for the License as outlined in Policy (21).

A Council-Accredited License shall be valid for a period of three years from the issue date of the Director General's decree to grant the License.

ROLES AND RESPONSIBILITIES:

Schools applying to the Council for a Council-Accredited License will:

- Undergo an accreditation process and obtain external accreditation.
- Fill in the required Council-Accredited License application form and submit the required documents within the specified timeframe, together with the accreditation certificate issued by the Council-approved Accreditation Agency.
- Submit to the Council a viable five-year Strategic Development Plan.

(*Note: all policies included in this Manual that relate to accreditation or the Council-Accredited License are not yet in effect. The Council will announce the start of their implementation at a later date.)

SECTION 2: Academic Program

KG Curriculum

At Virginia International Private School our focus in Kindergarten is to build a strong foundation for our students where they develop a love of learning through a supportive and engaging environment. Play and discovery are key elements to the social, emotional and academic growth of students at this level. They will be involved in thematic units where language, art, music, science, mathematics, movement and social skills are integrated.

Kindergarten is a place where children can explore and develop their understanding of the world around them through their interactions with each other, the use of a wide variety of resources and countless learning opportunities. Our Kindergarten teachers are skilled practitioners in early childhood development and know how to support our young learners. Learning is accomplished through social collaboration, discovery, play, and solving real-life problems. Students construct knowledge while developing social skills.

Virginia International Private School places great importance on STEAM. It is important for students at every level to see how curriculum areas are linked. Music is art and mathematics; dance is movement and balance, which is physics. Two and three-dimensional geometrical shapes exist in the real world and in the world of art. Children learn to see and identify shapes in different orientations and perspectives which is vital for their spatial development. By using simple ideas like singing, clapping and playing instruments, children become aware of patterns, rhythms and the measurement of time, which are also mathematical and scientific skills.

Kindergarten students also participate in activities which develop fine-motor skills. Writing is an important area of discovery for children and we encourage all students to write and represent. Regardless of their current level of development, we want them to be excited about communicating through drawing, writing single letters, letter combinations and eventually words. By celebrating their efforts, students gain confidence and their willingness to take risks will support them throughout their entire educational life.



Elementary Curriculum

The Elementary Curriculum (Grades 1-5) at Virginia International Private School concentrates on several interconnected aims:

- To cultivate and build on the love of learning the students carry with them as they transition from KG
- To deepen our students' understanding and appreciation of the amazing world around them
- To help our students develop the skills necessary for the next stages in their learning

We continue the theme of an integrated curriculum where **Science, Technology, Engineering, Art and Mathematics (STEAM)** subjects play a crucial role in Grades 1-5. Visual arts, dance and music are important subjects in their own right and can also reinforce knowledge and skills in other academic areas such as science, math and literacy. We can see how patterns occur in music; how drama games can be used to explain and solve problems in mathematics and science; how patterns and symmetry are important in design; and the important role that length, width and depth play in the three dimensional art form. Students will be engaged in project-based activities that integrate all curriculum areas, including engineering. Discovering how ordinary machines work and using this knowledge to test and solve simple engineering problems will bring real-life learning into the forefront. Designing solutions to problems and attempting to make these designs work, develops skills such as visual and verbal communication, collaboration, perseverance and dexterity.

Technology is already a very big part of today's society and therefore students are often very adept at using technology for a variety of reasons. Our job will be to support students in learning ways to use technology to enhance their learning and understanding with the ultimate goal being application of learning. We will also be responsible to teach them Internet safety.



Middle School Curriculum:

The Middle School Curriculum (Grades 6 – 9) at Virginia International Private School supports our adolescent learners by focusing on these critical aims:

- To build students' independence and responsibility for learning
- To increase STEAM innovation through in-depth participation in cross-curricular projects
- To create an understanding of interdependence in the classroom and the world at large
- To prepare students for high school and beyond

Students become increasingly independent by taking responsibility for their learning. At the same time they learn that interdependence is an essential ingredient to a successful future. Students see they are responsible for their own learning and at the same time realize the impact they have on others. Students learn to balance independence with interdependence through self-research and study, collaborative project work and peer and self-assessments. As students become increasingly adept at cross-curricular integration, they move their responsibilities beyond the classroom and into the wider community. They explore opportunities to support the well-being of the environment and others, locally and globally.

The history of invention and technological ingenuity in the Arabic world through the centuries adds a new dimension to student awareness of this region's cultural heritage. Having our curriculum strongly linked to STEAM will award our students with many opportunities for project-based learning, which can inspire them to continue the work of inventors and engineers who went before. Amid all this activity, students will be continuously developing all aspects of literacy to improve their communication skills through reading, writing and speaking.

SECTION 3: General School Administration

School Calendar Policy:

PURPOSE:	The purpose of this policy is to set guidelines for the development of Virginia International School's annual school calendar.
POLICY:	Virginia International Private School will ensure that the school calendar is aligned with ADEC and the Ministry of Education's approved calendar. It will include exam schedules, public holidays, school breaks and other important dates.
RESPONSIBILITIES:	Senior Leadership Team will: <ul style="list-style-type: none"> • review and update the school calendar each year • ensure the calendar is aligned with ADEC and MOE • distribute the calendar to staff • post the calendar on the school website before the start of the academic school year
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017

Environment, Health and Safety Policy:

PURPOSE:	The purpose of this policy is to ensure that the school's activities, operations and functions are undertaken in a responsible, safe and sustainable manner.
POLICY:	<p>Virginia International Private School's philosophy of personalization informs all areas of student care. Developing the whole student is considered essential when securing student-centred systems. We strive for excellent progress in academics; and social, emotional and moral development.</p> <p>Health and safety is integral to the cohesive community and ethos of school life at Virginia International Private School.</p> <p>Virginia International Private School will comply with all applicable local, federal, and international environment, health and safety regulations, standards and best practices.</p> <p>Virginia International Private School will minimize the use of non-renewable and environmentally damaging resources.</p> <p>Virginia International Private School will educate students on the importance of a sustainable environment. They will instil ecological integrity by modelling through recycling and reusing practices at the school.</p> <p>Virginia International Private School will adhere to all audits and inspections. They will implement all requirements recommended for improvement.</p>
RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • establish a Health & Safety Committee to be responsible for the daily monitoring and implementation of all Health & Safety issues • monitor the Health & Safety Committee to ensure they administer this policy and its effective implementation • ensure fire and evacuation drills are carried out regularly and accurately documented • establish an Environment Club • promote community events to reinforce environmental awareness • begin a recycling program at the school and encourage reusable resources are used whenever possible • move towards more technology and hands-on resources in order to reduce the quantity of books required for teaching and learning

	<p>Health & Safety Committee will:</p> <ul style="list-style-type: none"> • establish and maintain a safe and healthy environment throughout the school • establish and maintain safe working procedures among staff and pupils • ensure the use, handling, storage and transport of articles and substances is carried out safely • ensure all employees and students are sufficiently trained to avoid hazards and contribute positively to the health and safety of all who enter the school • ensure school entrances/exits are safely maintained • formulate effective procedures for fire, school evacuation and accidents <p>Health Nurse will:</p> <ul style="list-style-type: none"> • notify parents in the unlikely event their child is seriously injured while at school, or during a school-sponsored activity off school grounds <p>Parents will:</p> <ul style="list-style-type: none"> • pick up their child for their own observation or examination by their family physician if an injury should occur • complete the admission form promptly and return it to the school and will immediately notify the school should any changes need to be made • agree that if they cannot be reached, the student will be discharged to the person named on the admission form <p>Students will:</p> <ul style="list-style-type: none"> • respond quickly and safely as directed by school personnel during all emergency procedures, such as fire drills • follow all safety requirements • understand that it is a serious infraction to wilfully pull the fire alarm such incidences will be dealt with as specified in the Behaviour Management Plan
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Health and Safety – Supervision of Students Policy:

PURPOSE:	The purpose of this policy is to ensure that Virginia International Private School provides a safe, secure, healthy and stimulating environment for learning and personal development at all times.
POLICY:	<p>Virginia International Private School provides a supervision program that covers students from the time they leave home (if using school transport) or the time they arrive at school (if using private transport) until they return home, or to their parent's/driver's care at the end of the school day.</p> <p>The school offers a wide range of extra-curricular activities and curricular enrichment experiences, with opportunities for further study and for healthy competition external to the school. Whether learning takes place within the school or externally, safety is paramount and the proper supervision of students is taken very seriously.</p> <p>The school provides sufficiently trained, qualified adult supervisors and bus monitors. A schedule of school-day teacher supervision is maintained, and substitution for supervisors is ensured to cover absences. The teacher/student ratio for supervision is 1:25 during break times and most after-school activities (depending on age: more supervisors for younger students), and 1:10 during physical extra-curricular activities, for bussed school outings, and for co-curricular field trips of any kind. Adherence to ADEC regulations and policies will be steadfastly maintained.</p> <p>Once a student has arrived on school campus that student must remain on campus until the end of the day. If any student chooses to leave the school grounds without parent/teacher permission AND adult supervision, he/she will be classified as truant and will be subject to disciplinary action. Law enforcement may also be summoned if the student's whereabouts are unknown.</p>

<p>RESPONSIBILITIES:</p>	<p>The Principal will:</p> <ul style="list-style-type: none"> • take steps to ensure that all staff and students understand, agree to, and adhere to their respective Codes of Conduct • ensure that no child goes unsupervised while in the care of the school • ensure that ALL staff members are trained to respond to incidents, accidents and be able to recognize and respond to possible child protection abuses • establish procedures that are clearly understood by all employees regarding required steps for child protection and incident responsiveness, including informing parents in a timely manner • respond to any incident/case involving the suspicion or possible negligence of staff members – those concerned will first inform the principal, who will inform ADEC and other appropriate local authorities if it is not resolved satisfactorily – respecting privacy and confidentiality during any investigation is always a priority <p>All School Personnel will:</p> <ul style="list-style-type: none"> • share the responsibility of supervision and adhere to this policy
<p>PROCEDURES:</p>	<p>Supervision of Visitors</p> <ul style="list-style-type: none"> • visitors are asked to initially sign in at reception, provide identification, and obtain a visitor's pass • if they have been invited to attend a meeting, the member of staff must notify reception in advance of the visit • their visit to the school will be either scheduled with or overseen by a designated member of staff • unscheduled, drop-in visits to lessons during instructional time will not be permitted <p>Supervision on Transport</p> <ul style="list-style-type: none"> • the requirements for supervision by female/male monitors on bus transport will be strictly adhered to at all times • seating charts with parent contact information will be maintained and used daily for attendance and monitoring • seatbelts will be worn by all students at all times • bus rules and regulations will be posted on buses and rules will be posted in classrooms and taught to students • any serious behaviour incidents or repeated warnings without adherence will be referred to the senior leadership for immediate follow-up with the student and parents • consequences for lack of cooperation or serious misbehaviour causing risk or injury will result in suspension from bus privileges

	<p>Anti-Bullying Supervision</p> <ul style="list-style-type: none"> • behaviour at school, while on transport, or during any school activity by an individual or group that intentionally hurts another individual or group emotionally or physically, is “bullying” and is not tolerated whatsoever at Virginia International Private School • anyone who witnesses any behaviour they perceive to be bullying must immediately report it to a member of staff, preferably the one on supervision, who will immediately intervene • such an incident will be logged in writing by the supervisor, be investigated thoroughly by the administration/counselling staff, and include parent and relevant student interviews • depending on the severity of the offence, ADEC may be immediately informed by the Principal, in line with requirements and to obtain permission for possible suspension or expulsion of the individual perpetrator(s) if applicable to the incident
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017

SECTION 4: School Services

Bus Transportation Policy:

PURPOSE:	The purpose of this policy is to provide guidance regarding the transportation of Virginia International Private School students to and from school via school bus. This policy is in line with the regulations issued by the Abu Dhabi Department of Transport.
POLICY:	<p>The school provides a supervision program that covers students from the time they leave home (if using school transport) or the time they arrive at school (if using private transport) until they return home, or to their parent's/driver's care at the end of the school day.</p> <p>The maximum one way ride on school buses, as set by the Abu Dhabi Department of Transport, is 60 minutes.</p> <p>All buses must meet the safety requirements established by the Department of Transport.</p> <p>Bus monitors are required for all buses transporting students under age eleven (11). The bus monitor must be licensed by ADEC or any third party approved by ADEC.</p>
RESPONSIBILITIES:	<p>Principal will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • ensure the Behaviour Management Plan addresses behaviour issues on buses • send out Behaviour Management Agreement forms for parents to sign regarding behaviour expectations • ensure adequate supervision is provided for students when bus transportation is used for field trips • ensure bus monitors are managed according to Emirates Transport policies • ensure the Department of Transportation regulations for school buses are followed

	<p>Transportation Manager will:</p> <ul style="list-style-type: none"> • ensure bus routes are correct and adhere to requirements as set out by the Department of Transportation • ensure all buses meet safety standards • ensure drivers and supervisors are properly trained and approved <ul style="list-style-type: none"> - Female monitors for FS – KS3 - Male/female only for same gender groups if single genders on buses beyond KS3 • ensure drivers and supervisors understand and implement all safety requirements • ensure incident reports are documented and acted upon appropriately • communicate with parents in a professional and timely manner to answer questions and address concerns • seating charts with parent contact information will be maintained and used daily for attendance and monitoring • seatbelts will be worn by all students on buses at all times • bus rules and regulations will be posted on buses and rules will be posted in classrooms and taught to students • any serious behaviour incidents or repeated warnings without adherence will be referred to the senior leadership for immediate follow-up with the student and parents • consequences for lack of cooperation or serious misbehaviour causing risk or injury will result in suspension from bus privileges <p>Parents will:</p> <ul style="list-style-type: none"> • be responsible for their child's safety until the child enters the bus to attend school and after the child exits the bus to go home at the drop point • ensure their child is ready for the bus on time and picked up from the bus on time • provide the school with up-to-date contact information • report to Virginia International Private School any violation related to school bus cleanliness or any misbehaviour of drivers or monitors • understand that if their child is routinely late for the bus, Virginia International Private School has the right to stop providing transportation to the student
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Welfare – School Clinic Health Services Policy:

PURPOSE:	The purpose of this policy is to ensure that the school clinic provides high quality school health services to students while complying with the regulations, policies, and procedure set forth by ADEC, the Health Authority – Abu Dhabi (HADD), and Abu Dhabi Health Services Company (SEHA).
POLICY:	<p>Virginia International Private School has a qualified nurse on the premises during the school day and the school has scheduled visits by a qualified Paediatrician.</p> <p>Students undergo health check-ups on a regular basis. Vaccinations are given to students, as appropriate by the visiting doctor.</p> <p>All students and staff members are covered by an insurance policy whilst on school premises.</p> <p>School personnel <u>MAY NOT</u> administer medication. At Virginia International Private School we have nurses who are qualified and trained to deal with medical issues. All medications are to be stored in the nurse's office and are to be administered only when the physician's note and completed authorization form are on file. All medication brought from home must be in the original container (this includes over the counter medications). Medication authorization forms are available in the school office.</p> <p>Food Allergies - The goal of Virginia International Private School Allergy Awareness program is to inform all students in of the most common food allergies, indicators of allergic reaction, and how students can help if a student is having an allergic reaction. At Virginia International Private School we take pride in being sensitive to the needs and challenges of our diverse student population and work together to help our students feel included. We will educate students in regards to food allergies and notify students and families if we need to make adjustments in lunch or classroom procedures.</p>

RESPONSIBILITIES:	<p>Principal will:</p> <ul style="list-style-type: none"> • supervise the School Nurse to ensure all procedures are carried out in a professional and responsible manner <p>Health & Safety Committee will:</p> <ul style="list-style-type: none"> • support the School Nurse with relevant issues within the school <p>School Nurse will:</p> <ul style="list-style-type: none"> • carefully follow the Policy to ensure all students under her care are treated appropriately • keep accurate records of all students visiting the clinic • provide staff with appropriate information regarding student health issues • communicate with parents when their child visits the clinic and solicit parent support in student health concerns • track student visits to the clinic to ensure the visits are warranted and contact parents if students are coming to the clinic more often than is reasonable • provide in-class information sessions regarding important health issues • be an integral member of the Health and Safety Committee
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017

Welfare – School Canteen and Healthy Eating Policy:

PURPOSE:	The purpose of this policy is to ensure that Virginia International Private School promotes healthy eating while complying with the standards set forth by the Abu Dhabi Food Control Authority (ADFCA), ADEC, and the Health Authority Abu Dhabi (HAAD).
POLICY:	This policy follows the School Canteen Standards established by the Abu Dhabi Food Control Authority (ADFCA) on the mandatory requirements for the appropriate management of school canteen facilities, food safety and hygiene, and by the Health Authority Abu Dhabi (HAAD) on mandatory requirements for nutrition and healthy eating in schools, healthy food choices and food allergies.
RESPONSIBILITIES:	<p>Principal will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • ensure that contracted vendors are licensed and have necessary permits by ADFCA, and that all canteen supervisors and staff undergo ADFCA required training and certification • maintain a record of all cases of nutrition-related complaints • ensure that all requirements, specifications, and procedures for school canteen facilities, hygiene and safety, nutritional requirements, food vendor requirements are strictly followed by the school as specified in the School Canteen Standards • ensure that the school canteen complies with all current regulations of ADFCA at all times and facilities any inspections required by ADFCA at any time • ensure full compliance with the process for filing nutrition-related complaints in particular, when related to reporting cases of food poisoning (School Canteen Standards) • coordinate with the selected canteen vendor and the canteen supervisor to ensure that food selections are age-appropriate • report any violations of this policy by contracted vendors to ADFCA
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017

SECTION 5: Personnel

Code of Conduct Policy:

PURPOSE:	<p>The purpose of this policy is to establish the Code of Conduct that will guide behaviour and professional practice for all Virginia International Private School employees. This policy also indicates the key ways in which the Code Of Conduct will be disseminated and enforced. The Code Of Conduct was modified by Virginia International Private School from ADEC's Code Of Conduct.</p>
POLICY:	<p>Virginia International Private School recognizes the 6 core values defined by the Abu Dhabi Education Council. These core values define the conduct of Virginia International Private School professionals in all actions:</p> <ul style="list-style-type: none"> • Teamwork: Emphasizing the virtues of cooperation and coordination • Integrity: Doing the right thing no matter what the circumstances may be • Transparency: Maintaining open, true and honest communications and actions • Respect: Respecting children, colleagues, parents and community • Accountability: Taking personal responsibility for action • Compassion: Caring and showing responsibility toward others <p>The following standards are taken directly from the ADEC Professional Code of Ethics for Private Schools. Virginia International Private School has highlighted additional, specific requirements for VIPS school personnel:</p> <p>Standard 1</p> <p>Religion, culture, society's customs and traditions: Educators will respect the Religion of Islam, respect the Arabic culture and UAE society's values, morals, customs, and traditions.</p> <p>Professional conduct includes, for example: Showing reverence to Islamic values and practices and respecting other religions. Complying with all principles imposed by the Islamic religion in the UAE. Respecting UAE society's values, morals, customs and traditions. Respecting the national symbols of the UAE.</p>

	<p>Prohibited unprofessional conduct includes, for example: Behaving in a manner that is contrary to Islamic values in the classroom or other workplace. Exhibiting disrespect toward UAE society's values, morals, customs and tradition.</p> <p>Standard 2</p> <p>Tolerance and respect for diverse cultures: Educators will foster an atmosphere of tolerance in Schools and the workplace.</p> <p>Professional conduct includes, for example: Exhibiting tolerance and respect to individuals of different religious, ethnic or cultural backgrounds. Taking all necessary procedures to ensure that classrooms and other workplaces are free from all forms of harassment and discrimination. Treating all students and colleagues equitably, including those with special needs. As an international school, VIPS will celebrate our diverse student and staff population through multi-cultural events.</p> <p>Prohibited unprofessional conduct includes, for example: Discriminating against or harassing colleagues or members of the public on the grounds of religion, race, origin, social status, age, and gender or against pregnant employees or those with a new-born. Discriminating against or harassing students, on the grounds of religion, race, origin, social status, age or gender. Engaging in conduct that represents any kind of extremism or cultural indoctrination.</p> <p>Standard 3</p> <p>Dress code: All personnel, particular professional staff, are required to dress appropriately in a manner consistent with official work attire and which does not contradict with UAE society's values, morals, customs and traditions. At Virginia International Private School, professional dress is a top priority as it reflects the high standards and prestige of the school.</p> <p>Professional conduct includes, for example: UAE nationals observing the appropriate national dress. Expatriates dress as professionals, reflecting proper work attire.</p> <p>Prohibited unprofessional conduct includes, for example: Wearing any clothing that is tight-fitting or revealing or unsuitable for the work environment.</p> <p>Specific requirements at Virginia International Private School include:</p> <ul style="list-style-type: none"> • men will wear dress trousers & collared shirts – not shorts, t-shirts or jeans • women will wear dresses/shirts ankle length or longer, sleeves to above the elbow or longer, loose-fitting trousers – no cleavage, legs or upper arms showing, no leggings or tight trousers unless covered by knee-length tops <p>Standard 4 – Relationship with students: Educators will maintain a caring, professional relationship with all students, both inside and outside the classroom.</p> <p>Professional conduct includes, for example: Educators behaving in ways that promote the welfare of the students and which affords them the necessary care,</p>
--	--

	<p>and taking all actions within their power to ensure students' safety. Educators reporting to relevant authorities if they suspect that a student is being harmed or may possibly be harmed. Educators working to meet the individual learning needs of all students and assisting them to achieve their potential and to develop their self-confidence. Educators striving to create a safe and supportive emotional environment for students to learn and enjoy learning; one that is conducive to their knowledge, values and abilities and does not cause intimidation or embarrassment. Educators striving to be fair and objective when dealing with students. Educators promoting student health through the support of School health services and the facilitation of School health programs and initiatives implemented in the School by the School nurse, the Council, or other government entities (e.g. National Immunization Program managed by HAAD), as approved by the Council. Educators being aware of, and complying fully with, all of the Council's regulations, policies and requirements related to student protection, health, care and welfare.</p> <p>Prohibited Unprofessional Conduct includes for example: Engaging in or encouraging inappropriate relationships with students inside or outside of the classroom, including any behaviour constituting sexual harassment or abuse. Sending any inappropriate messages, pictures or other communication to students inside or outside of the classroom. Using any form of discipline that involves corporal punishment, emotional or verbal abuse, or any punishment that may cause physical or emotional harm to students (e.g. ridiculing a student's point of view). Failure to discipline on-going bullying of a student (including cyber-bullying), which may result in physical or emotional harm to the student (see Policy (65)). Behaving negligently or making decisions which endanger student welfare. ☐ Using professional relationships with students for personal gain (e.g. private tutoring for students that are concurrently being taught by the teacher, asking for favours from the student's Parents/Guardians, etc.). Leniency in student grading, in a manner not consistent with the educational process.</p> <p>Standard 5</p> <p>Relationship with community: Educators will respect and cooperate with Parents and the local community in their daily work to advance student learning.</p> <p>Professional conduct includes, for example: Establishing open, honest and respectful relationships with Parents/Guardians and the local community. ☐ Involving Parents/Guardians and the community in the decision-making process relating to students education and wellbeing. Communicating all decisions relating to students' learning clearly and promptly to students, Parents/Guardians and stakeholders in the community.</p> <p>Prohibited unprofessional conduct includes, for example: Disregarding the views and concerns of Parents/Guardians and the School community when making decisions about student learning. Behaving in a rude or hostile manner when interacting with Parents/Guardians and the community.</p> <p>Specific requirements at Virginia International Private School include:</p> <ul style="list-style-type: none"> • all school personnel will be friendly and courteous at all times to each other, to students and to visitors • all school personnel will adhere to the school's expectations regarding quality Customer Service
--	---

Standard 6

Relationships with colleagues: **Educators shall follow direction from direct supervisors and commit to collaborating with their colleagues in the best interest of students and the education profession.**

Professional conduct includes, for example: Complying with all official instructions and decisions from their direct supervisors and from the relevant Council authorities. Encouraging and supporting colleagues to adopt and adhere to high professional standards. Collaborating with other Educators in a way that develops a positive, supportive professional environment for all. Assisting in the preparation and induction of new Educators through mentorship and guidance.

Prohibited unprofessional conduct includes, for example: Harassing a colleague verbally or physically, including any inappropriate behaviour that makes a colleague feel uncomfortable or unsafe. Spreading false statements or slandering the reputation of a colleague. Revealing confidential information concerning a colleague. Intentionally excluding a colleague from work-related or professional activities or work-related information. ☐ Preventing colleagues from carrying out their official duties.

Standard 7

Communications: **Educators will ensure that all interactions and communications with colleagues, students, parents and the public reflect the values of respect, wisdom, and integrity.**

Professional conduct includes, for example: Ensuring that any public comments they make reflect the policies and priorities of their School and of the Council. Ensuring that usage of the Council communication systems (e.g. computers, phones, emails, eSIS) does not include any communication that may be controversial or offensive. Maintaining the confidentiality of information relating to students and colleagues unless disclosure is officially permitted and serves clear and specific professional purposes.

Prohibited unprofessional conduct includes, for example: Making comments or statements, in an official or unofficial capacity, that disparage the reputation of the Council, the School or colleagues. Sharing confidential or sensitive information with any party, inside or outside of their School, who is not authorized to have the information.

Standard 8 – Legal obligations: Educators will abide by government laws and regulations at all times and will be obligated to report violations of these laws to relevant authorities.

Professional conduct includes, for example: Maintaining honesty and integrity while conducting work. Being aware of, understanding and adhering to the provisions of legislation, laws and policies relevant to their work.

Prohibited unprofessional conduct includes, for example: Falsifying or misrepresenting professional qualifications or employment history. Wilfully disobeying or disregarding any applicable laws.

	<p>Standard 9</p> <p>Alcohol, drugs and tobacco: Educators will refrain from using, possessing, and being under the influence of alcohol and illegal drugs, and will not smoke in the workplace.</p> <p>Professional conduct includes, for example: Abiding by government laws with respect to the substances stated above at all times. Refraining from providing alcohol or other drugs to students, or from encouraging students to consume them, or from disregarding students' use. School nurses supervising the administration of prescribed medications to students, and ensuring compliance with the Council's guidelines.</p> <p>Prohibited unprofessional conduct includes, for example: Consuming or being intoxicated by alcohol or other drugs while performing duties. Smoking in School buildings and/or on the Council's premises. Encouraging students to use alcohol, tobacco or unauthorized drugs at any time.</p> <p>Standard 10</p> <p>Use of resources: Educators will use property and resources provided for their work efficiently and only for official/work-related purposes.</p> <p>Professional conduct includes, for example: Complying with the Council's Information Security Policy relating to acceptable use of technology. Optimal usage of Council and School resources for work purposes to the extent necessary to carry out the assigned work. Maintaining assets and possessions entrusted to them (because of their work), and ensuring they are used wisely and responsibly.</p> <p>Prohibited unprofessional conduct includes, for example: Taking advantage of public or work-related resources for personal benefit (such as checking personal email) or for achieving personal gains or goals. Spending the Council's or the School's financial resources in a reckless or wasteful manner.</p> <p>Standard 11</p> <p>Conflicts of interest: Educators will avoid any situation that represents or may be perceived to represent a conflict of interest in carrying out their professional responsibilities and tasks.</p> <p>Professional conduct includes, for example: Carrying out all responsibilities and taking all decisions in an objective and impartial manner. Maintaining integrity and not accepting any bribes (gratuity), gifts, money or services that might impair or influence professional decisions. Refraining from using their position for personal gains. Reporting a potential conflict of interest to supervisors, and recusing themselves from situations giving rise to perceived conflict of interest.</p> <p>Prohibited unprofessional conduct includes, for example: Involvement in any decisions in which family or friends may benefit. Accepting gifts from suppliers or local community members or gifts that may be given in an attempt to influence official work, other than those of nominal value (in most cases, a gift valued at over AED 100 will not be considered to be of nominal value). Using School time to conduct non-School business.</p>
--	--

	<p>Standard 12</p> <p>Sensitive issues: Educators will not make remarks regarding sensitive issues that could cause anger or discomfort among students, colleagues or the community.</p> <p>Professional conduct includes, for example: Ensuring that classroom discussions are focused on the subject being taught. Being careful when making comments (particularly in relation to potentially controversial matters, such as religion or politics). Preventing students from raising potentially controversial matters for group discussions.</p> <p>Prohibited unprofessional conduct includes, for example: Engaging in conversation with students about sensitive issues - such as religion and politics – that do not serve any clear educational purpose and are not related to the School's approved curriculum.</p> <p>School Owners, the Board of Trustees, sub-committee members, teachers and other School Faculty will abide by the Council's Professional Code of Ethics and its standards. In cases such Professional Code of Ethics is violated, the School will impose appropriate sanctions in accordance to the Council's regulations, policies and requirements. The sanctions imposed depend on the severity of the violation and the relevant staff's behavioural history.</p>
RESPONSIBILITIES:	<p>Principal will:</p> <ul style="list-style-type: none"> • review the Code of Conduct with all staff at the beginning of each academic year • address violations of the Code of Conduct with disciplinary action consistent with Virginia International Private School policies and procedures <p>All staff will:</p> <ul style="list-style-type: none"> • be responsible for understanding the Code of Conduct and upholding the standards of professional behaviour in all their work • be required to provide their signature attesting that they have reviewed the Code of Conduct and are committed to following it • be encouraged to report serious violations of the Code of Conduct to their principal while maintaining confidentiality
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



School Staffing – Special Education Needs Policy:

PURPOSE:	The purpose of this policy is to establish the expectations for the Special Education Program for Virginia International Private School. It includes all aspects of support where students are identified as having additional needs.
POLICY:	<p>The Learning Support Team (LST) is comprised of an SEN Coordinator, an EAL Coordinator, the Social Worker, School Nurse, teachers and at least one school administrator. The role of the team is to review information regarding identified students who are underachieving, have Special Needs or are Gifted and Talented; and to develop IEPs, ALPs and targets to promote student success. Accommodations may be designed specifically for the teacher, the student and/or the parents. LST meetings may be requested by your child's teacher, other school personnel, or by parents. A parent's input is vital to decisions made concerning their child and they are encouraged to attend meetings when requested.</p> <p>In situations where Virginia International Private School does not have the necessary support available the LST will contact outside support facilities. Parent consent is required for support that is considered exceptional within the school or in situations where outside parties are enlisted.</p>
RESPONSIBILITIES:	<p>Principal will:</p> <ul style="list-style-type: none"> • support, monitor and enforce the implementation of this policy <p>School based SEN and EAL staff will:</p> <ul style="list-style-type: none"> • lead the Learning Support Team (LST) • lead in identifying students who require additional support • lead in developing and implementing support plans for identified students <p>Parents will:</p> <ul style="list-style-type: none"> • make every effort to attend meetings regarding their child • support the school in their efforts to assist their child
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Professional Development Policy:

PURPOSE:	The purpose of this policy is to provide guidelines for the Professional Development expectations of Virginia International Private School.
POLICY:	<p>Virginia International Private School believes professional development (PD) is important for raising student attainment and promoting professional growth and satisfaction for all school personnel.</p> <p>Personal Professional Development Plans will be generated by each professional employee, to include areas of interest, professional strengths, and areas for further development.</p> <p>Professional Development is a comprehensive and sustained effort to improve educator's effectiveness in raising student achievement.</p> <p>Continuous Professional Development includes research, practical workshops, sharing, collaborative planning and most importantly implementation of best practice so that students become the benefactors. Monthly workshops are followed by in-class observations and support. Planned peer observations are also a regular part of sharing best practice.</p> <p>Virginia International Private School believes all staff members need opportunities to grow professionally. The school will strive to provide opportunities for all to participate in quality professional learning experiences. Learning Communities at every grade level will be developed throughout the school to cultivate and maintain ongoing professional support and growth. It is this team effort that will promote creativity and deliberate cross-curricular links for our students. This will be one of the driving forces in taking STEAM fully into our classrooms.</p> <p>Professional Development will be planned to meet the targets of the School Development Plan and the needs of individuals and groups. It will also address key areas as indicated by ADEC. Teachers will have numerous opportunities to ask for support and to share best practice.</p>
RESPONSIBILITIES:	<p>Principal will:</p> <ul style="list-style-type: none"> • review the PD Plan and budget for its implementation • ensure the PD Plan addresses the School Development Plan as well as individual and group needs • ensure STEAM is an integral part of the PD Plan • monitor PD to ensure implementation of best practice is taking place and assess the impact on teacher performance • assess impact of PD implementation in raising student achievement

	<ul style="list-style-type: none"> • collect and analyze PD evaluations • develop opportunities for staff to coach and mentor colleagues <p>Director of Education will:</p> <ul style="list-style-type: none"> • develop the PD calendar based on the School Development Plan • will provide or arrange appropriate PD for individuals and groups as needed • will arrange peer observations • ensure STEAM is a focus within grade level Learning Communities to make cross-curricular links intentional • build in opportunities for trained, or exceptionally talented staff members to cascade their learning and skills to others <p>Head of KG will:</p> <ul style="list-style-type: none"> • work with the Director of Education to ensure all KG teachers receive the professional development they need to grow as professionals • schedule time to meet with the KG1 and KG2 Learning Communities on a weekly basis or as needed to achieve goals • support PD attendance by being an active participant and following implementation of best practice in KG classrooms <p>Teachers and Support Staff will:</p> <ul style="list-style-type: none"> • begin their Personal Professional Development Plan by becoming familiar with the schools Policies and Procedures, particularly those related to student safety and child protection • maintain a record of their Personal Professional Development by documenting all relevant study – workshops attended or lead, reading/research, peer observations at VIPS or in other schools, courses, sharing best practice, etc. • reflect on sessions by identifying how content and learning will benefit themselves, other staff members, and their students • implement best practice
PROCEDURES:	<p>High quality training will be delivered to meet the needs of the school. PD sessions may be school-wide, for grade level Learning Communities, subject departments, or individuals. These sessions will be directly connected to the School Development Plan and to the Personal Professional Development Plans of individuals.</p> <p>A school-wide PD schedule will be issued to all staff. The expectation is that 100% of staff members will attend the sessions that are designated for them and that their active collaboration is the key to success. Staff members are expected to support one another in improving the schools' professional standards, while continuously focusing on student progress.</p>



	<p>Staff members demonstrating outstanding practice in particular areas will be asked to share with colleagues. This may be accomplished through peer observations, video-taping or through demonstrations. Celebrating best practice throughout the school community will always be a focus of the School Leadership Team.</p> <p>Staff members are encouraged to ask for support and when their needs cannot be met through internal PD sessions or collaboration with colleagues, they may apply to attend available external PD. This may include observing expert peer educators in nearby schools, online teacher training, course work, and when feasible external training sessions. Applications for external support will be given to the Principal for approval.</p>
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Performance Evaluation Policy:

PURPOSE:	The purpose of this policy is to establish guidelines for Virginia International Private School regarding the performance evaluation of school personnel.
POLICY:	<p>Performance evaluation serves the purpose of recognizing where an employee's performance is rated against the expected professional standards for their role. The evaluation process at Virginia International Private School is clearly directed towards the professional development of all employees. All staff members at Virginia International Private School will be given clear expectations for their assigned roles.</p> <p>A rigorous and strategically planned monitoring system of evaluation is aimed at celebrating strengths, improving performance, setting individual targets, and providing support in reaching those targets.</p> <p>Expectations of classroom practice are clearly communicated to teachers through detailed evaluation criteria, which they are given to conduct self-evaluations. This will help teachers to reflect on their practice and set personal targets for improvement before they are formally observed. The schedule for initial observations will be shared with individuals one week prior to the visit. Subsequent observations will be unannounced.</p> <p>The Senior Leadership Team will conduct a minimum of two formal observations. In some instances additional observations may be required.</p> <p>The post meeting will be a conversation between the employee and the Senior Leadership Observer. The employee will be given an opportunity to comment on any improvements they would make and the observer provides meaningful feedback highlighting areas of strength. Together the two parties identify areas for improvement and set targets accordingly. These targets become part of the employee's Personal Professional Development Plan and a date is set for achievement. These targets are reviewed during the second formal observation or during informal walkthroughs.</p> <p>The Senior Leadership Team are active throughout the school and will regularly visit classrooms to conduct brief, informal observations. These observations will provide school-wide and individual data regarding classroom practice, areas of strength and possible areas for Professional Development and support.</p> <p>All staff will be expected to demonstrate an achievement level of at least 'good' as identified in the ADEC teaching standards. Those who fall short will be supported with targets for improvement in their Personal</p>

	<p>Professional Development Plans and receive regular support and monitoring.</p> <p>Outstanding practitioners will support their peers in the improvement process, by sharing best practice, observing lessons, and collaborative planning.</p>
RESPONSIBILITIES:	<p>The Senior Leadership Team will:</p> <ul style="list-style-type: none"> • conduct regular classroom visits and walkthroughs • conduct a minimum of two formal lesson evaluations • schedule formal observations and follow-up meetings • work with employees to develop a Personal Professional Development Plan after first formal evaluation • develop and implement an Intervention Plan to support employees who are struggling to meet their targets <p>Teachers will:</p> <ul style="list-style-type: none"> • complete a self- assessment prior to formal observations • work with the Senior Leadership Team to develop a Personal Professional Development Plan with specific targets and deadlines • adhere to all roles and responsibilities as outlined in their job description • contribute to the school by being active members of Committees and/or by leading extra-curricular activities • strictly follow the Code of Conduct
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017

SECTION 6: Instructional Program

Language of Instruction Policy:

PURPOSE:	The purpose of this policy is to establish that the main language of instruction for Virginia International Private School is English. However, as Arabic is the national language of the UAE, there is also a great emphasis placed on Arabic speaking, reading and writing at every grade level.
POLICY:	<p>At Virginia International Private School our intention is to develop bi-literate learners with academic proficiency in Arabic and English. To this end, Virginia International Private School will be staffed with Native-Arabic and Native-English teachers, who will deliver instruction in Arabic and in English.</p> <p>English language teachers will provide instruction for English Language, Math and Science.</p> <p>Arabic language teachers will provide instruction for Arabic Language, Islamic Studies and UAE Social Studies.</p> <p>English and Arabic teachers will have a designated, collaborative planning time to assist them in providing lessons that are delivered using similar teaching and assessment strategies. Where possible, teachers will teach similar outcomes at the same time constructing units of study together.</p>
RESPONSIBILITIES:	<p>Principal will:</p> <ul style="list-style-type: none"> • administer this policy and its effective implementation • recruit sufficient teaching staff for both Arabic and English instruction • ensure that Learning Communities are active throughout the school where teachers work collaboratively to do cross-curricular planning, including Arabic and English <p>EAL Coordinator will:</p> <ul style="list-style-type: none"> • provide strategies to teachers to improve their ability to deliver instruction in English and Arabic as appropriate to their role • provide training to enhance the capacity of English and Arabic teachers to teach language learners

	<p>Director of Education will:</p> <ul style="list-style-type: none"> • provide leadership and ongoing support for English and Arabic teachers in joint planning and co-teaching • identify opportunities in the curriculum to integrate both Arabic and English languages • provide professional development in teaching and assessment strategies • identify areas of development through regular walk-throughs, formal observations and input from teachers <p>Arabic and English Teachers will:</p> <ul style="list-style-type: none"> • work together to collaboratively plan units of study outlined in this policy • support students' bi-literacy development by integrating Arabic and English key terminology into their lessons • participate as required in professional development opportunities to strengthen pedagogy in areas identified by the Senior Leadership Team
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017

Curriculum and Instruction Policy:

PURPOSE:	<p>The purpose of this policy is to establish that Virginia International Private School will follow the Standards of Learning for Virginia State and will integrate the curriculum with STEAM (Science, Technology, Engineering, Arts and Mathematics). This policy is supported by the Performance Evaluation Policy, Code of Conduct and Teacher Job Descriptions, which provide specific details for teacher expectations.</p>
POLICY:	<p>The indicators, and learning outcomes for each subject area are defined in the Virginia State Standards of Learning. The curriculum will incorporate 21st Century Learning Skills and STEAM integration. The curriculum will be delivered in the classroom and beyond supported by appropriate resources. All students will receive stimulating learning experiences, challenges and personalized pathways, planned to develop talents and ability of all types. Virginia International Private School will provide access to learning for all students through an enriched, creative and personalized curriculum that meets individual needs.</p> <p>To support the implementation of the Virginia State Standards of Learning and the integration of STEAM, Virginia International Private School will:</p> <ul style="list-style-type: none"> • provide a set of detailed standards, indicators, and learning outcomes for all subject areas, tailored to meet individual learning needs while meeting MOE subject and equivalency requirements as well as ADEC expectations, policies and regulations • ensure cultural and religious norms of the UAE are celebrated • deliver the MOE curriculum subjects with high standards of effective instruction during required time allocations, with required MOE examinations for equivalency • offer a high-quality Arabic language program for both Arab and non-Arab students, ensuring that all students develop a rich and meaningful oral fluency and literacy • offer an inclusive learning environment that differentiates instruction, learning support, and assessment so that all students will learn, thrive and develop toward achieving their full potential • provide an English-medium curriculum that embraces the whole child, increasing their skills, competencies and knowledge, while developing a sense of responsibility, a positive attitude toward learning, and a keen sense of curiosity and awareness of the world of the past, present and future, and their own place and purpose within it • establish and maintain the highest possible standards of student safety, well-being, security, dignity and protection as the foundation upon which all interactions occur in our school, so that

	<p>students' engagement with learning and achievement can and will be our main focus</p> <ul style="list-style-type: none"> • use a variety of resources and methods to implement curriculum • establish links between the curriculum, learners and the environment • routinely update, target and display support materials to reflect learning and drive student progress and aspirations
RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • regularly observe teaching and learning to identify strengths and areas for development for teachers, departments and school-wide programs through formal and informal classroom visits • meet with teachers after formal observations to celebrate strengths and identify areas for development • work with teachers to develop Personal Professional Development Plans by creating targets identified after formal observations • support the School Development Plan through individual and department plans • ensure MOE equivalency requirements are adhered to for all Emirati students and for any students without parental waivers for exemption if/as allowed by ADEC/MOE <p>Middle Leaders will:</p> <ul style="list-style-type: none"> • carry out departmental and grade-level reviews each term to inform department and grade-level planning • collect and analyse assessment data to inform planning • update assessment strategies and tools to meet the needs of the school and to accurately reflect student progress • provide quality assurance of the curriculum and instructional resources • reflect on the quality of teaching and learning <p>Teachers will:</p> <ul style="list-style-type: none"> • maintain high expectations of students, in terms of work, effort, achievement, progress, timeliness and behaviour • ensure that students learn in safe, caring, stimulating and engaging learning environments • plan so that students learn in a range of independent and flexible grouping arrangements based on ability, interest and the specific nature of the content and learning activity • follow student progress and complete task analysis that drives forward the continuous development of rich, varied and diverse learning experiences made coherent through cross-curricular and real-life links

	<ul style="list-style-type: none"> • choose learning resources and activities that are authentic and based on the requirements of the Virginia State Standards of Learning, supplementing textbooks, ensuring utilisation of unique UAE features and opportunities for enrichment • differentiate the learning experience in every lesson to support the needs of individual students • ensure STEAM integration whenever possible • include outcomes, pacing, scaffolding, goal-setting, unit and/or thematic plans with lesson options/challenges for students who are highly able and extra help for those with a range of identified learning difficulties or are underachieving • include continuous, formative and summative assessment practices to address individual student needs • use the results from data analysis to inform planning, improve learning and allow for better instructional delivery • strive to inspire, engage and challenge all students to become active and independently motivated participants in a community of learners where high standards are seen as the norm in all areas <p>Students will:</p> <ul style="list-style-type: none"> • be expected to learn and achieve to the best of their ability, and to allow and encourage others to do the same • develop independent learning skills, discover information for themselves, seek to understand, practice to improve, and have a growing sense of responsibility for their own learning in order to become increasingly independent learners, thinkers, creators and seekers of new learning and better understanding
	<p>KG Curriculum</p> <p>At Virginia International Private School our focus in Kindergarten is to build a strong foundation for our students where they develop a love of learning through a supportive and engaging environment. Play-based learning is a key element to the social, emotional and academic growth of students at this level. They will be involved in thematic units where language, art, music, science, mathematics, movement and social skills are integrated.</p> <p>Kindergarten is a place where children can explore and develop their understanding of the world around them through their interactions with each other, the use of a wide-variety of resources and countless learning opportunities. Our Kindergarten teachers are skilled practitioners in early childhood development and know how to support our young learners. Learning is accomplished through social collaboration, discovery, play, and solving real-life problems. Students construct knowledge while developing social skills.</p>

Virginia International Private School places great importance on STEAM. It is important for students at every level to see how curriculum areas are linked. Music is art and mathematics; dance is movement and balance, which is physics. Two and three-dimensional geometrical shapes exist in the real world and in the world of art. Children learn to see and identify shapes in different orientations and perspectives which is vital for their spatial development. By using simple ideas like singing, clapping and playing instruments, children become aware of patterns, rhythms and the measurement of time, which are also mathematical and scientific skills.

Kindergarten students also participate in activities which develop fine-motor skills. Writing is an important area of discovery for children and we encourage all students to write and represent. Regardless of their current level of development, we want them to be excited about communicating through drawing, writing single letters, letter combinations and eventually words. By celebrating their efforts, students gain confidence and their willingness to take risks will support them throughout their entire educational life.

Elementary Curriculum

The Elementary Curriculum (Grades 1-5) at Virginia International Private School concentrates on several interconnected aims:

- To cultivate and build on the love of learning the students carry with them as they transition from KG
- To deepen our students' understanding and appreciation of the amazing world around them
- To help our students develop the skills necessary for the next stages in their learning

We continue the theme of an integrated curriculum with Science, Technology, Engineering, Art and Mathematics (STEAM) subjects playing a crucial role in Grades 1-5. Visual arts, dance and music are important subjects in their own right and can also reinforce knowledge and skills in other academic areas such as science, math and literacy. We can see how patterns occur in music; how drama games can be used to explain and solve problems in mathematics and science; how patterns and symmetry are important in design; and the important role that length, width and depth play in the three dimensional art form. Students will be engaged in project-based activities that integrate all curriculum areas, including engineering. Discovering how ordinary machines work and using this knowledge to test and solve simple engineering problems will bring real-life learning into the forefront. Designing solutions to problems and attempting to make these designs work, develops skills such as visual and verbal communication, collaboration, perseverance and dexterity. Technology is already a very big part of today's society and therefore students are often very adept at using technology for a variety of reasons. Our job will be to support students in learning ways to use technology to enhance their learning and understanding with the ultimate goal being

	<p>application of learning. We will also be responsible to teach them Internet safety.</p> <p>Middle School Curriculum: The Middle School Curriculum (Grades 6 – 9) at Virginia International Private School supports our adolescent learners by focusing on these critical aims:</p> <ul style="list-style-type: none"> • To build students' independence and responsibility for learning • To increase STEAM innovation through in-depth participation in cross-curricular projects • To create an understanding of interdependence in the classroom and the world at large • To prepare students for high school and beyond <p>Students become increasingly independent by taking responsibility for their learning. At the same time they learn that interdependence is an essential ingredient to a successful future. Students see they are responsible for their own learning and at the same time realize the impact they have on others. Students learn to balance independence with interdependence through self-research and study, collaborative project work and peer and self-assessments. As students become increasingly adept at cross-curricular integration, they move their responsibilities beyond the classroom and into the wider community. They explore opportunities to support the well-being of the environment and others, locally and globally.</p> <p>The history of invention and technological ingenuity in the Arabic world through the centuries adds a new dimension to student awareness of this region's cultural heritage. Having our curriculum strongly linked to STEAM will award our students with many opportunities for project-based learning, which can inspire them to continue the work of inventors and engineers who went before.</p> <p>Amid all this activity, students will be continuously developing all aspects of literacy to improve their communication skills through reading, writing and speaking.</p>
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Information and Communications Technologies Policy:

<p>PURPOSE:</p>	<p>The purpose of this policy is to establish the appropriate use of information and communications technologies (ICT) to support teaching and learning at Virginia International Private School.</p> <p>ICT integration throughout the curriculum will significantly contribute to achieving learner outcomes in all subjects. As part of the school's STEAM initiative, technologies are essential tools for learning. The practical ability to use computers and other digital technologies in order to learn subject matter and related skills must be proactively taught, learned and integrated at all levels throughout the curriculum.</p>
<p>POLICY:</p>	<p>ICT is integrated effectively into the planning, teaching and assessment of all curriculum subjects, and students will be encouraged to be confident users of ICT as a tool in their everyday learning experiences. All teachers receive professional development to ensure their ability to support and make meaningful use of technology as a pivotal teaching and learning tool.</p> <p>The school provides a range of technology in classrooms and throughout the school. Students have controlled internet access, as well as supervised access to printers, data-show projectors, interactive boards, etc. The amount and variety of technology available to teachers and students will continue to grow over time to include digital photography/video production and display, etc. Throughout the learning experience, technology will play a pivotal role as a medium for research, assessment and creative expression.</p>
<p>RESPONSIBILITIES:</p>	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • ensure the school's vision for ICT integration is shared and communicated to all stakeholders, including parents • ensure staff have access to ICT resources and training to support their integration of ICT • provide opportunities to increase student and teacher awareness of ICT in the wider world and its future in today's society, such as through assembly celebrations/presentations, relevant school clubs and external activities such as robotics, Skype partnerships with other schools, and ICT-related competitions • ensure ICT becomes an integral part daily learning in all subject areas by introducing the Bring Your Own Device program to our Middle School and High School students • establish an ethos of technology use that permeates the school and contributes to its STEAM orientation toward building relevant skills for tomorrow's workplace

	<p>ICT Coordinator will:</p> <ul style="list-style-type: none"> • monitor and facilitate the implementation of the ICT policy, curriculum, and the practical applications of technology skills throughout the school in all subject areas • ensure teachers, and especially students, understand and adhere to the safe use of technology • arrange training for all staff to enhance their awareness and use of ICT—through a variety of platforms (individual, group, department, year-level, and whole-staff) • liaise with Curriculum Coordinators and teachers to promote ICT as a tool to support teaching, provide insights on relevant educational websites, and seek to enhance learning opportunities using ICT throughout the curriculum • monitor the integration of ICT through lesson observations and reviewing lesson plans with grade-level groups to ensure suitable ICT inclusion is present • provide parent education, both formal and informal to promote parent understanding and support for the role of ICT • enhance the use of assistive/adaptive technology as a means to support students with special needs • provide ICT-based enrichment ideas for teachers to use with gifted/talented students • provide students and parents with appropriate websites to reinforce curriculum skills at home <p>Teachers will:</p> <ul style="list-style-type: none"> • plan for frequent ICT use in lessons across the curriculum • liaise with the ICT coordinator for guidance on integration strategies and to seek particular training or support • use a variety of strategies to incorporate ICT to meet the particular learning needs of individual students • provide students with opportunities to work with ICT to support their learning • work collaboratively with colleagues to develop STEAM project-based thematic units where ICT is an intentional and planned part of this integrated approach • encourage students to research, analyse and evaluate internet content that supports and enriches learning
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017

Homework Policy:

PURPOSE:	The purpose of this policy is to establish guidelines in regards to the appropriate amount and type of homework students are given.
POLICY:	<p>In the normal course of events, students from KG to grade 5 at Virginia International Private School will not be given work to take home on a daily basis except in regards to reading. Reading will be an expected and ongoing form of homework to improve literacy skills. Parents will be asked to positively contribute to the reading program in order to enhance student enjoyment and confidence of reading in both English and Arabic.</p> <p>Students from grades 6 to 9 will have progressively more homework as they becoming increasingly independent. Virginia International Private School recognizes the need for meaningful homework and will monitor the amount and appropriateness of homework assignments. Homework that requires a great deal of input from parents or siblings is not deemed appropriate.</p> <p>All students from KG to 9 will work on projects at school where teachers can monitor, reinforce and assess their efforts. There may be times where students at all grade levels will be required to complete research, gather additional information or collect materials at home or in the wider community. These instances will be clearly outlined by their teacher, in writing.</p> <p>At Virginia International Private School we believe homework should be meaningful and focused on real-life learning. We also recognize the high importance placed on family and culture in the United Arab Emirates. With this in mind, families are encouraged to support student learning through participation in such things as: visiting museums or historical sites, participating in cultural events; going to book fairs, healthy living events, live theatre, etc.</p> <p>Throughout the year there will be times when students will be required to study for tests or exams. Teachers will provide students and parents with outlines to assist in this process.</p> <p>Virginia International Private School is aware that some parents require their children to study at home on a regular basis. In order to support this, teachers will provide appropriate websites for students to use at home to reinforce skills and confidence in a variety of areas.</p>

RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • monitor the appropriateness and amount of homework given to students <p>ICT Coordinator will:</p> <ul style="list-style-type: none"> • assist teachers in identifying and creating a list of age-appropriate websites for students to use at home for core subject development, research, etc. <p>Teachers will:</p> <ul style="list-style-type: none"> • follow the homework policy by providing students and parents with clearly outlined expectations as required • provide students and parents with appropriate websites to use at home to reinforce skills and understanding <p>Parents will:</p> <ul style="list-style-type: none"> • encourage reading at home and ensure school books are returned to school in the same condition as when provided • participate in real-life learning experiences with their children • support the homework policy of the school
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Academic Integrity Policy:

PURPOSE:	The purpose of this policy is to define integrity and to outline how Virginia International Private School will respond to incidences of plagiarism and cheating.
POLICY:	<p>Virginia International Private School expects all students and educators to abide by a high standard of academic integrity. Academic integrity means that students and educators do their own work, and do not attempt to submit another's work as their own by cheating or plagiarizing, or assist others in cheating or plagiarizing.</p> <p>Academic dishonesty is strictly prohibited at Virginia International Private School. Behaviours that constitute academic dishonesty include plagiarism, cheating, or copying the work of another, submitting work completed by a third party, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during examinations or continuous assessment activities. When students are given collaborative assignments they are required to work together towards a common goal and this is not considered academic dishonesty.</p> <p>Consequences of plagiarism and cheating outlined below relate to all work prepared for evaluation by teachers and includes quizzes, projects, examinations, continuous assessment activities, presentations, reports, etc.</p> <p>Academic dishonesty by educators include: giving students answers to exam questions, altering grades, or otherwise being dishonest or lacking integrity when it comes to academics shall be considered in violation of Virginia International Private School Code of Conduct and will be dealt with accordingly.</p>
RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • issue consequences for educators found to be engaging in academic dishonesty in accordance with Virginia International Private School policies and procedures • communicate expectations of academic integrity to staff, students and parents • ensure that school staff educate students on academic integrity in age-appropriate ways • act on instances of cheating or suspected cheating by students in accordance with the school's Behaviour Management Policy



	Teachers will: <ul style="list-style-type: none">• educate students on academic integrity in an age-appropriate ways• refer instances of cheating or suspected cheating by students to the Social Worker or a member of the SLT• model academic integrity to students through their own actions by ensuring that they are not in violation of this policy
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Assessment and Student Progress Policy:

PURPOSE:	<p>The purpose of this policy is to establish the importance of ongoing and meaningful assessment as a means of determining students' academic proficiency and to set targets for continued growth. Assessment is seen as an integral part of teacher planning.</p>
POLICY:	<p>At Virginia International Private School assessment is an integral component of teaching and learning. Assessment is directly connected to the Virginia State Standards of Learning and STEAM integration. Teachers use assessment data for feedback, diagnosis and planning. Assessment addresses the many dimensions of student learning and development including the cognitive, creative, affective, physical and social.</p> <p>The data collected through assessments also helps to identify students who have additional learning needs. These students may be underperforming, have Special Education Needs, second language needs, or be considered Gifted and Talented. In each instance, early detection and intervention is critical for optimum success.</p> <p>Baseline assessments are administered at the beginning of each year to determine students' current levels and are administered again during each term to see the value added over time. They are also one of the determining factors in identifying students who have additional learning needs.</p> <p>Both formal and informal assessments are seen as essential elements of continuous assessment. Informal assessments (Assessment for Learning) take place during every lesson through observations and interactions between students and teachers. Teachers use a variety of tools to collect and document evidence about individuals, groups and the whole class. Summative assessments (Assessment of Learning) include quizzes, tests and examinations to determine students' ability to retain and apply knowledge. All forms of assessment are used to help the teacher provide the necessary support to meet the needs of each student.</p> <p>At Virginia International Private School we believe it is vital that students understand their progress and the next steps required for further improvement. Students are asked to reflect on their learning through teacher feedback and self and peer assessments.</p> <p>At Virginia International Private School student progress is carefully monitored and vigorous assessment systems are designed to collect and thoroughly analyse reliable data. Patterns of strengths and needs are examined to inform planning and to set targets for continued progress for individuals, small groups, grade levels, etc.</p>

	<p>Information and Communications Technology (ICT) plays an integral role in assessment of and for learning; and the collection, documentation and analysis of student progress.</p> <p>Virginia International Private School administers external assessments in order to compare our progress with international standards. The data obtained through these examinations is used to further our understanding of our current level of achievement, while supporting us with planning for continued progress.</p>
RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • assist teachers in developing authentic tasks and conducting meaningful assessments • ensure external assessments are administered and collected data is used to inform planning for continuous student progress • conduct rich analysis of the assessment data to inform the next steps in teaching and learning <p>Teachers will:</p> <ul style="list-style-type: none"> • ensure they provide ample and varied opportunities for students to demonstrate their knowledge and abilities to apply that knowledge • routinely use assessment criteria to engage, involve, challenge and inspire all learners to take responsibility for their learning and progress • engage students through questioning, discussion and peer and self-assessment • use the quality of student responses to inform planning for ongoing learning • provide meaningful feedback to help students understand what they are doing well and to challenge them to take the next steps required to extend their growth and development as life-long learners • provide authentic assessment results to parents <p>Students will:</p> <ul style="list-style-type: none"> • reflect on and take responsibility for their learning by listening to teacher feedback and through peer and self-assessment • continuously set targets with their teachers and work towards successful completion of targets

	<p>Parents will:</p> <ul style="list-style-type: none"> • provide teachers with all relevant information about their child • support student progress by making every effort to understand their child's strengths and needs by carefully reading reports, communicating, asking questions and meeting with teachers • support teachers in assisting with their child's progress by demonstrating to their child that they are working cooperatively with their teachers, thereby modelling respect and acknowledging teacher expertise
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017

Reporting of Student Progress Policy:

PURPOSE:	The purpose of this policy is to establish the procedures and types of reports used by Virginia International Private School to communicate student progress to parents.
POLICY:	<p>At Virginia International Private School, assessment is central to teaching and learning. The school will report to parents about student progress in multiple ways throughout the year.</p> <p>An initial parent meeting will be held at the beginning of each year to provide parents with vital information in understanding the assessment process at Virginia International Private School.</p> <p>Throughout the academic year teachers and parents will have ongoing informal communication through newsletters and the parent portal. Personalized communication will occur by using the Student Diary and through email.</p> <p>Each term parents will collect their child's report cards at scheduled parent/teacher meetings. This will be an opportunity to discuss their child's strengths and areas for enrichment or improvement. Teachers will help parents to understand what their child needs, to grow and develop. It will also be a chance to discuss if their child needs additional support to assist them in their progress.</p> <p>Teachers may request additional parent conferences when students demonstrate ongoing signs of struggle; whether academic, physical or behavioural.</p> <p>Parents are welcome to make appointments to meet teachers at any time throughout the year.</p>
RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • ensure student progress is reported to parents throughout the year in accordance with this policy and guidelines • ensure report cards are comprehensive and adhere to professional standards • supervise timely mark entry by teachers • review report cards before issuing to parents

	<p>Teachers will:</p> <ul style="list-style-type: none"> • accurately record student marks and evidence of progress on a continuous basis, complying with the agreed upon standards of practice at their grade level • report progress to parents in accordance with this policy and guidelines • attend all parent-teacher meetings for their students • provide parents with informal progress reports as needed <p>Parents will:</p> <ul style="list-style-type: none"> • collect report cards during scheduled parent/teacher meetings • attend scheduled parent-teacher meetings to have positive discussions regarding their child's progress and next steps • attend additional meetings regarding their child when requested • contact teachers through email to discuss their child's progress as needed during the academic year • contact the main office to set up an appointment with teachers when necessary
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Grade Level Promotion and Retention Policy:

PURPOSE:	The purpose of this policy is to establish guidelines for student promotion and retention at Virginia International Private School.
POLICY:	<p>When a student enters a grade level at a developmentally appropriate age, it is the responsibility of the school to ensure that the student remains on-track to be promoted to the next grade level. Promotion will occur at the end of each academic year, with students remaining with their age cohort. Research indicates that retaining students does not lead to improvement.</p> <p>All students at Virginia International Private School will be promoted to the next grade level, except in rare circumstances. There will be consistent and ongoing communication with parents about any serious issues regarding possible retention. Student attendance is an important consideration and students who miss more than 30 days will be reviewed. Some situations may be sensitive and will be dealt with accordingly. Extenuating circumstances will be taken into account and discussed with parents before any decision about promotion or retention is made.</p>
RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • consult with teachers and parents when making decisions about promotion and retention of students <p>SEN & EAL Coordinators:</p> <ul style="list-style-type: none"> • support students by providing appropriate strategies for teachers to use in their classrooms through the development of IEPs, ALPs and individual targets <p>Teachers will:</p> <ul style="list-style-type: none"> • identify students not meeting learning expectations • ensure all students receive the academic interventions and support needed by working with the SEN and EAL Coordinators • ensure parents are well informed about their concerns
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Special Education Policy:

PURPOSE:	The purpose of this policy is to ensure that students with additional needs are able to reach their full potential.
POLICY:	<p>Virginia International Private School will meet additional education needs through a variety of approaches.</p> <p>Identification is the first step in supporting students with additional needs. The amount and type of support required will be determined by understanding the individual. Students with additional needs may be underperforming, have suspected but undiagnosed special needs, have diagnosed special needs, have language acquisition needs or may be considered gifted and talented in one or more areas.</p> <p>The classroom teacher is most often the first person to recognize when a student is struggling. When a teacher suspects a student has additional needs they work with the Learning Support Team to identify specific needs and develop a plan for that student.</p> <p>The Learning Support Team is comprised of the SEN Coordinator, EAL Coordinator, teachers and when necessary the Social Worker and other support staff. The role of the team is to review information regarding students, set appropriate targets for progress and provide strategies for teachers. Parents are also important members of the team and are encouraged to participate in the development and implementation of effective plans for their children.</p> <p>Virginia International Private School is an inclusive school and whenever possible students are supported within the regular classroom through a wide variety of differentiated activities – individually, in small groups and through whole class interactions.</p> <p>Regardless of student needs, they will be offered opportunities to engage in all aspects of school life, including extracurricular activities. Where necessary, accommodations and modifications are in place to assist with this engagement.</p> <p>When required, IEPs (Individual Education Plans) and ALPs (Advanced Learning Plans) are developed to guide instruction. In all cases where students have additional needs, targets for improvement are established.</p>

<p>RESPONSIBILITIES:</p>	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • promote successful inclusive practices • monitor and evaluate special needs service delivery <p>SEN and EAL Coordinators will:</p> <ul style="list-style-type: none"> • work collaboratively to determine appropriate support for students and teachers, which may involve training and provision of new best practice strategies • establish a Learning Support Team (LST) and hold regularly scheduled meetings to review and track the success of the program • determine how and when the KG and grade 4 and 5 teachers can best support students identified as having additional needs • liaise with government and non-government agencies to support students with additional educational needs • provide all students with the opportunity to fully access the curriculum within the most appropriate setting • be responsible for identifying and providing an educationally appropriate program for students with additional needs • consult with parents, teachers, social worker and support staff as needed <p>Social Workers will:</p> <ul style="list-style-type: none"> • work collaboratively with the Learning Support Team to assist with student progress • communicate regularly with parents on the progress and needs of students as required <p>Teachers will:</p> <ul style="list-style-type: none"> • employ the latest research, practice and technology to maintain high standards in teaching and learning for all students • make every effort to meet the specific learning needs of all students • be skilled in the early identification of learning difficulties and communicate these concerns to the Learning Support Team in a timely manner • employ the recommendations of the Learning Support Team in an effort to provide the support required by students with additional learning needs • track the progress made by students on their identified targets
---------------------------------	---

	<p>Parents will:</p> <ul style="list-style-type: none"> • support inclusive educational practices • provide the school with all information relating to the special needs of their child • communicate regularly with the school on the educational progress of their child • attend IEP and ALP meetings as requested • attend all parent/teacher meetings as requested • support the successful completion of their child's targets whenever they can be of assistance
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Gifted and Talented Policy:

PURPOSE:	The purpose of this policy is to establish the importance of challenging our Gifted and Talented students to embrace their learning and to reach beyond their current level.
POLICY:	<p>Virginia International Private School recognizes that highly able students require special curricular enrichment and learning opportunities to extent their learning and challenge them to reach their highest potential. They may or may not be formally identified as being Gifted and Talented in one or more areas. We also acknowledge that students who achieve at very high levels in some areas often exhibit unexpected behavioural and social challenges, and may have a learning disability in one or more areas. When deemed appropriate, ALPs are developed by the Learning Support Team to provide a plan to meet the specific needs of the student.</p> <p>Regarding academic strengths, students are not simply given more to do but instead are asked to develop a deeper and more sophisticated understanding of their identified area(s) of talent in order to reach beyond their current level. When appropriate they are also encouraged to apply their knowledge and skills to real-life problems. Our STEAM program is a natural way for Gifted and Talented students to become involved in project-based learning that has no limits to critical and creative thinking and application.</p> <p>Virginia International Private School provides a range of services to support gifted and talented students including differentiated learning opportunities within the classroom and a rich extra-curricular program. Enriched materials, including access to web-based enrichment, will be utilized. Choices will be given to high-achieving students to empower them as learners and enable their development of preferences, self-awareness, and learning styles.</p> <p>Students are provided with opportunities to explore enrichment and to develop leadership skills. They are also encouraged to consider external options, including participating in regional and international competitions for academic, technical, physical, environmental, and creative pursuits.</p> <p>No acceleration of year-levels will be considered due to desirability of age-grouped cohorts for social and emotional developmental reasons.</p>

<p>RESPONSIBILITIES:</p>	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • convey a message to teachers and parents that specialized learning support is available for students of particularly high ability, talent, or giftedness • ensure appropriate identification, documentation and support services are available, for all age groups, for students identified as having extremely high abilities, gifts or talents in one or more areas • monitor students of high ability to ensure their well-being in all areas: academic, physical, social and emotional • arrange training for all staff to enhance their awareness and ability to support highly able students <p>Learning Support Team will:</p> <ul style="list-style-type: none"> • articulate and utilize clear processes for identification of students such as parent/student/teacher surveys, checklists, observations, achievement testing and when available, standardized intelligence testing (especially in cases of gifted underachievement or behaviour challenges) • document, plan and implement services to meet the specific needs of students with extremely high ability or gifts and talents in one or more areas • develop ALPs (Advanced Learning Plans), and track regularly to monitor progress and update for continued success <p>Teachers will:</p> <ul style="list-style-type: none"> • provide students with a wide variety of opportunities and choices in the form of: independent study, STEAM project-based learning, inquiry learning, accelerated study, and tech-intensive options • liaise with the LST to develop and employ best practice strategies in working with students who are at a very high level or are considered to have gifts and talents in one or more area • track student progress and maintain accurate reports regarding the academic, physical, social and emotional well-being of these sometimes vulnerable students
<p>ADOPTION DATE:</p>	<p>September 2016</p>
<p>NEXT REVIEW DATE:</p>	<p>June 2017</p>



STEAM Implementation Policy:

PURPOSE:	The purpose of this policy is to ensure Virginia International Private School provides a wide-range of resources to support inquiry and project-based learn across the curriculum and beyond; and that all aspects of STEAM (Science, Technology, Engineering, Arts, and Mathematics) are recognized for their importance in fully integrated teaching and learning experiences.
POLICY:	<p>At Virginia International Private School teachers come together to communicate, collaborate and to think critically and creatively to discover new and innovative ways to integrate Science, Technology, Engineering, Arts and Mathematics. As an important focus at Virginia International Private School, time is allotted for Learning Communities at each level to work together to ensure STEAM is strategically aligned with the Virginia State Standards of Learning. The implementation of STEAM throughout the school is seen as an opportunity for continuous growth. It is through increased understanding and the ability to look beyond the norm that students will become the innovators of tomorrow.</p> <p>Professional development comes in the form of practical, collaborative workshops where teachers build units of study. Through international research, and the expert knowledge and skills of individuals inside and outside of the school, STEAM will continue to evolve over time. Students have many opportunities in classrooms and through extra-curricular activities to explore their own abilities, skills and interests.</p>
RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • ensure STEAM is aligned with the Virginia State Standards of Learning • ensure STEAM is a priority for Professional Development • ensure cross-curricular, STEAM integration is implemented in classrooms and through extra-curricular activities <p>ICT Coordinator will:</p> <ul style="list-style-type: none"> • ensure the latest and most accessible technology is thoughtfully and strategically utilized to support STEAM <p>Teachers will:</p> <ul style="list-style-type: none"> • work collaboratively to develop cross-curricular and real-life links to move STEAM from theory to practice in their classrooms and thereby enhancing student engagement and learning
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017

SECTION 7: Student Administration

Student Enrollment and Registration Policy:

PURPOSE:	The purpose of this policy is to provide direction for the school Registrar and parents of mandatory requirements for the registration and enrolment of students at Virginia International Private School.
POLICY:	<p>It is mandatory for students in the Emirate of Abu Dhabi who are between the ages of six (6) and sixteen (16) to be enrolled in school.</p> <p>Virginia International Private School will be responsible for determining the most suitable school cycle and grade based on ADEC guidelines for appropriate ages at each grade level.</p> <p>Children of National families and other specified categories under the mandatory school age (6 years old) may enrol for two years of kindergarten prior to enrolling in Grade 1. For a child to enter Grade 1, he or she must have turned six (6) years old on or before December 31st of that year.</p> <p>Required Enrolment Documents:</p> <ol style="list-style-type: none"> 1. Completed and signed student application form. 2. Copy of both parent's passports with UAE residence for non-Emirati parents. 3. Copy of child's passport with UAE residence for non-Emirati students. 4. Copy of immunization records for your child. (If vaccination cards are not submitted or are incomplete upon enrolment, the unrecorded vaccinations will be considered as not administered and the School Nurse shall ensure administration of all catch-up vaccinations.) 5. Copy of child's UAE ID, both sides, or a copy of the application for the UAE ID. 6. Copy of the birth certificate of the child or any document meant to act as a birth certificate. (The birth certificate does not have to be attested if the child's birth certificate was issued from UAE, Canada, USA, Western Europe, Australia or New Zealand. All other nationalities must have the birth certificate attested by the UAE Ministry of Health, UAE Ministry of Foreign Affairs and the UAE Embassy of the country that issued the birth certificate.)

	<p>7. Copy of the transfer certificate and report card if your child is coming from another school. (The transfer certificate does not have to be attested if the child's birth certificate was issued from UAE, Canada, USA, Western Europe, Australia or New Zealand. All other nationalities must have the transfer certificate attested by the UAE Ministry of Education, UAE Ministry of Foreign Affairs and the UAE Embassy of the country that issued the birth certificate.)</p> <p>8. Two recent colour pictures of your child measuring 4 X 6 cm.</p>
RESPONSIBILITIES:	<p>Principal will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation <p>Registrar will:</p> <ul style="list-style-type: none"> • establish professional procedures for student enrolment • maintain accurate data for all registered students and collect all documents as required <p>Social Worker will:</p> <ul style="list-style-type: none"> • monitor the attendance of all students registered at the school, and establish procedures to maintain high attendance <p>School Nurse will:</p> <ul style="list-style-type: none"> • collect copies of student vaccination cards • enter student vaccination information into HADD's school health e-notification system and ensure they are completed as required under HADD regulations <p>Parents will:</p> <ul style="list-style-type: none"> • enrol all children between ages 6 and 16 prior to the deadline announced by ADEC every year • enrol kindergarten students prior to the deadline announced by ADEC every year • provide all information as required on ESIS data entry forms • provide all documents as outlined in this policy • ensure students are present in school each day
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Student Attendance and Punctuality Policy:

PURPOSE:	The purpose of this policy is to establish clear expectations for student attendance and punctuality.
POLICY:	<p>Virginia International Private School recognizes that good attendance and consistent punctuality play an important role in the academic success of students. Creating reliable procedures with clear expectations establishes strong work ethics and responsible citizens. Students who are frequently absent or tardy often fall behind in learning and become at-risk for retention.</p> <p>Attendance and punctuality are also highly important for child protection and safety. The school is responsible for students during the school day and must know when students are absent or late.</p> <p>In order for students to enjoy a full academic, social and extra-curricular life at Virginia International Private School, it is essential that they have excellent attendance and are always punctual.</p> <p>Virginia International Private School recognizes that parents are responsible for their child's attendance and morning arrival time. Therefore, parents are seen as the key to success in this area. By working closely with parents we expect to reach our target of 95% attendance and punctuality for each student.</p> <p>Electronic attendance and punctuality records are used on a daily basis to track accurate information. Students begin each day in their homeroom class where attendance is taken through our electronic system. Teachers also take attendance at the beginning of each period throughout the day.</p>
RESPONSIBILITIES:	<p>Principal will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • ensure attendance expectations are reinforced during the first Parent Information evening in September • develop procedures to encourage high levels of attendance, while including a progressive intervention model • celebrate excellent attendance at school assemblies and through newsletters <p>Registrar will:</p> <ul style="list-style-type: none"> • ensure that attendance requirements are clearly communicated to parents at registration

ICT Coordinator will:

- ensure a user-friendly electronic register of enrolments and daily attendance and punctuality is maintained
- ensure a SMS system is established
- ensure parents have password protected access to attendance information of their own children through the school website's parent portal
- ensure teachers have access codes to monitor and input the attendance of their students
- ensure the register of daily attendance is retained and accessible for a period of 5 years after the last entry is made, prior to archiving
- ensure copies of the attendance registers are safely stored and backed-up on a regular basis
- develop a coding system to record reasons for absences

Social Worker will:

- ensure SMS messages are sent home to confirm a student's absence within the first two hours of the same school day
- ensure that attendance records are accurate and in accordance with ADEC requirements
- call parents when students are absent for more than two days
- monitor trends to identify chronic absences and lateness to alert teachers and the principal, and to establish and implement appropriate intervention

School Nurse will:

- grant sick leave or exemption from school, according to ADEC guidelines

Teachers will:

- maintain accurate daily records of attendance and punctuality and document this information in accordance with this policy
- create an inclusive, engaging learning environment, where students feel safe, able to learn and motivated to attend

Security Personnel will:

- track tardiness through the electronic system and have parents sign their student(s) in when they arrive after 7:40 a.m.
- provide the student with a late slip for their teacher



	<p>Parents will:</p> <ul style="list-style-type: none">• ensure students attend school each day, unless ill• call the school to provide notification and reason for student absence• ensure their child arrives at school not earlier than 7:00 and not later than 7:30 each day if using personal transportation• be required to physically bring their child into the school, provide an explanation for tardiness and sign them in when arriving after 7:40 a.m.• ensure their child is on time for bus transportation as buses must maintain a strict schedule• provide written permission, signed and dated, if any other transportation is to be used other than the child's normal mode of transportation• request homework for their child when absent for more than two days, and allow teachers adequate time to provide the homework
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Student Behavior Management Policy:

PURPOSE:	The purpose of this policy is to provide a framework of rules and regulations regarding student behaviour at Virginia International Private School.
POLICY:	<p>At Virginia International Private School, we agree to be: KIND, HONEST, CARING and COURTEOUS.</p> <p>Creating an optimal learning environment at Virginia Private School for all students requires a strong commitment from the entire school community. Together we celebrate and recognize student successes, just as we collaboratively support students as required. At Virginia International Private School we believe a positive approach to behaviour expectations is essential to engage students and parents in creating a safe climate where students feel they belong. Clear and frequent communication of expected behaviours for students develop understanding of cooperation in a learning community. Behaviour expectations of students are taught directly at the beginning of the school year, clearly posted in appropriate areas of the school, and reviewed throughout the year.</p> <p>"Positive student behaviour is promoted through co-dependent factors, which include a sense of heritage and culture, a positive school setting, and strong parental and community relationships." ADEC</p> <p>At Virginia International Private School we understand the importance of informing parents on student behaviour. Each student has a school diary for personal organization. Teachers also use the diaries to recognize consistent positive behaviour, and when necessary, to indicate minor incidents of misbehaviour. Through this communication, parents are provided with ongoing information about their child's behaviour.</p> <p>Appreciation of Positive Behaviour</p> <p>Students who meet behaviour expectations on a regular basis, and who regularly show caring, cooperation, curiosity, punctuality and other qualities that make our school a better learning environment are recognized in a number of ways. Students receiving stamps on the 'Acknowledgement Page' of their student diary are awarded class incentives, as determined by the teacher. Zero infractions on the Infraction Log also merit certain incentives, as determined by the grade level team. Rewards are non-monetary and involve small privileges in the class or school. These rewards are developed by students and teachers together. Parents are asked to check the diary on a daily basis, sign and talk through the positive parts of their child's day. Students are also recognized during assemblies and through class and school newsletters.</p>

	<p>Managing Student Behaviour</p> <p>In an effort to communicate regularly about minor behaviour incidents, staff use the 'Infraction Log' in the diary as a means to inform parents of a concern before it becomes a serious issue. On the line for the appropriate date, teachers indicate the number of the infraction (i.e. chewing gum, interrupting, pushing) and sign it so parents know which teacher observed the incident. Teachers use the Infraction Log for a student when verbal warnings and other cues have not changed their behaviour. Parents are asked to check the infraction log daily, sign for that day, and discuss any incidents with their child.</p> <p>Minor Incident Report</p> <p>If a student accumulates many minor incidents from teachers on the Infraction Log, a minor incident report is sent home for parents to sign. If the behaviour continues, there is a follow-up with an administrator. Staff apply progressive disciplinary actions as necessary to correct student misbehaviour and to prevent future misconduct.</p> <p>Progressive Discipline</p> <p>When students receive a minor incident report, it is expected that their behaviour will improve. If a student remains non-compliant, there are further consequences such as detention, in-school suspension or external suspension. Major incidents result in a suspension, as outlined by the ADEC 'Guidelines for Managing Student Behaviour'. If a student has been placed on external suspension, a follow-up meeting is required with parents and a Behaviour Contract is developed for the student. If a student remains defiant, and shows no sign of adhering to the behaviour expectations of Virginia International Private School, a transfer to another school is recommended.</p>
<p>RESPONSIBILITIES:</p>	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • administer this policy and ensure the effective implementation • establish a positive and safe school environment • ensure that this policy is communicated, modelled, and enforced throughout the school • ensure that appropriate discipline procedures are in place for students with special education needs <p>Vice-Principal will:</p> <ul style="list-style-type: none"> • be responsible for the daily implementation of the Behaviour Management Policy

	<p>Social Worker will:</p> <ul style="list-style-type: none"> • work closely with the Vice-Principal on a daily basis to ensure consistent implementation of the Behaviour Management Policy • support the establishment of a positive safe school environment • support and enforce the school-based management system • provide guidance and assistance to students referred by a teacher or staff member for breaking school or classroom rules • assist students in accessing appropriate resources to support positive behaviour • record incidents of student misbehaviour • work with students, teachers, and other school staff to resolve student behavioural issues • work with families and the community to resolve student behavioural issues • work with teachers to develop and implement plans for positive student behaviour in the classrooms <p>Teachers will:</p> <ul style="list-style-type: none"> • observe and reinforce appropriate student behaviour at all times • model positive behaviour and provide feedback to students when necessary • work collaboratively with all school personnel, students and parents to support a positive school setting • follow behavioural support plans for students with additional needs • document positive behaviour and misconduct • report student misconduct to the Social Worker and Vice-Principal • develop an individual classroom management plan that is aligned with the school's plan <p>Other School-Based Staff will:</p> <ul style="list-style-type: none"> • observe and reinforce appropriate student behaviour throughout the school • model positive behavioural skills and provide feedback when necessary • work with all stake holders to support a positive school climate • report identified misconduct to the Social Worker and Vice-Principal <p>Students will:</p> <ul style="list-style-type: none"> • abide by school rules when at the school and during all school events and trips • take responsibility for their own behaviour
--	--

	<p>Parents will:</p> <ul style="list-style-type: none"> • sign a Letter of Understanding regarding the Behaviour Management Policy indicating that they have read, understood and will actively support the policy with their children • support the Behaviour Management Policy by reinforcing positive behaviour expectations with their children • expect their children to take responsibility for their own behaviour • attend meetings at the school when requested
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017

SECTION 8: School Community Relations

Parent Involvement Policy:

PURPOSE:	The purpose of this policy is to establish guidelines for supportive relationships between parents and Virginia International Private School.
POLICY:	<p>In regards to the policies of Virginia International Private School, the word 'parent' includes guardians.</p> <p>Parents play an essential role in their children's education. School personnel and parents have a shared responsibility for ensuring the active involvement of parents in their children's education.</p> <p>Parent Involvement Opportunities:</p> <p>Parent Council</p> <p>The Virginia International Private School Parent Council is an advisory council developed to support and supplement many aspects of school life. By creating an informal working relationship, both during and after school, the Parent Council identifies and responds to the needs of the school. Where appropriate, funds are provided for special projects and activities that would otherwise not be possible. The Parent Council encourages involvement by all parents. The School Leadership Team has sole authority to approve, deny or carry forward any and all recommendations from the Parent Council.</p> <p>Parent Volunteers</p> <p>Parents are encouraged to participate in their child's classroom, extra-curricular activities and school events and are asked to respond to requests of support.</p> <p>Parent Communication</p> <p>Parents are invited to meet with their children's teachers as outlined in the School Calendar. Additional meetings may also be scheduled by invitation from school personnel or through parent requests. The parent portal, monthly newsletters and student diaries encourage positive, ongoing communication between parents and school personnel.</p>

RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • inform all staff and families about the school's policy on parent involvement • ensure all parents are provided with an electronic version of the Parent Handbook (hard copy upon request) • develop procedures and activities that actively encourage parent participation • ensure Professional Development is provided to all personnel on Customer Service <p>Customer Service & Communications Officer will:</p> <ul style="list-style-type: none"> • ensure parents are welcome at the school • ensure parents are heard and their concerns and ideas are communicated to the appropriate personnel • support communication between Arabic-speaking parents and English-speaking personnel • document parent complaints and follow-up • assist in good customer service by monitoring and supervising support staff, especially those working in the reception area <p>Teachers will:</p> <ul style="list-style-type: none"> • contact parents individually to discuss their child whenever necessary through email or by scheduling a meeting • communicate to parents through Student Diaries, the parent portal and newsletters • encourage parents to volunteer and participate in classroom and school activities
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



Image Use Policy:

PURPOSE:	The purpose of this policy is to establish guidelines for the use of images of students and personnel at Virginia International Private School.
POLICY:	<p>Virginia International Private School maintains that their top priority is to educate students and ensure the safety and privacy of all students, staff and families.</p> <p>At Virginia International Private School, it is critically important to protect the privacy of students and staff. Only a student whose parent has signed and returned an Image Use form may be recorded, filmed, photographed, or interviewed. Students who do not have this completed form on file may not participate in any media-related activities, and his or her name and image are not to be released to the media or anyone outside of the school.</p> <p>Images of Virginia International Private School students or staff shall not be posted online or used in communications materials without prior written consent by the student's parents or the staff member.</p> <p>If video or audio recordings, or photographs of teachers are to be used for professional development or professional activities by Virginia International Private School, the staff members must agree and give written consent. Such recordings may not be used for other purposes without prior consent or the person who was recorded or photographed. All recordings or photographs created for the purpose of professional development or professional activities belong to Virginia International Private School and shall not be used by others for commercial or promotional purposes without explicit approval.</p> <p>Recordings or photographs used for professional development or professional activities may not be used for evaluative purposes. However, these materials may be used to provide teachers with feedback on their teaching practice. Teachers may not be penalized or denied professional development if they do not consent to being photographed or recorded.</p>
RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • ensure school personnel have signed consent forms before they are recorded or photographed for professional development, and before their images are used online or in communication materials • ensure that staff members are not penalized or denied professional development opportunities for not consenting to being recorded or photographed



	<p>Registrar will:</p> <ul style="list-style-type: none"> collect and file media consent forms from all teachers and parents of students at the beginning of each academic year <p>Teachers will:</p> <ul style="list-style-type: none"> ensure parents have signed consent forms before their children are recorded or photographed, or their images are used online or in communication materials <p>School Personnel will:</p> <ul style="list-style-type: none"> give or deny consent to be recorded or photographed in writing at the beginning of each academic year <p>Parents will:</p> <ul style="list-style-type: none"> give or deny consent for their children to be recorded, photographed, or interviewed in writing at the beginning of each academic year
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017



School Visitors and Volunteers Policy:

PURPOSE:	The purpose of this policy is to establish specific requirements for school visitors and volunteers in order to protect the safety of students and staff at Virginia International Private School.
POLICY:	<p>Virginia International Private School encourages visitors and volunteers; including parents, to assist and participate in teaching and learning.</p> <p>School visitors are defined as adults (including parents) who temporarily enter a school for purposes including but not limited to attending school events, meetings, or activities; for early pick up of students, provision of services, giving presentations, performing maintenance, etc.</p> <p>School volunteers are defined as parents or relatives of students who assist school personnel over a period of time, and who do not receive compensation for their work. They may be involved with classroom activities, extra-curricular activities or school events.</p> <p>Visitors and volunteers must not be left alone with students. This is to protect both the visitor and the student, in case any harm or accident occurs. School personnel ensure that any communication between visitors and students is appropriate and does not breach prior agreed content.</p> <p>The content of presentations or discussions by visitors and volunteers to students must be agreed to by the Principal prior to the visit and must not encroach on controversial or inappropriate topics.</p>
RESPONSIBILITIES:	<p>Senior Leadership Team will:</p> <ul style="list-style-type: none"> • administer this policy and monitor its effective implementation • inform parents of volunteer participation through appropriate communication channels • deny or allow visitors or volunteers in the school with good cause • ensure that visitors and volunteers are not left alone with students <p>Security will:</p> <ul style="list-style-type: none"> • ensure badges are provided to visitors and volunteers who will be entering any part of the campus that is not in the administration area



	Visitors and Volunteers will: <ul style="list-style-type: none">• sign in with security, provide their identification and wear a visitor's pass while in the school• arrange classroom or school visits by calling the main office to schedule an appointment or by arranging at the reception desk• be denied permission to be in the school if they are not relatives of students or they have not been invited by school personnel
ADOPTION DATE:	September 2016
NEXT REVIEW DATE:	June 2017