

PARENT-STUDENT HANDBOOK 2014 – 2015



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GENERAL SCHOOL INFORMATION

Abu Dhabi Grammar School (Canada)
International School
Tourist Club Area
P.O. Box 27161
Abu Dhabi, UAE

Telephone: 971 2 644 4703
Fax: 971 2 645 4703
Website: www.agsgrmmr.sch.ae

SCHOOL TIMES

KG – Grade 2	7:55 a.m. – 1:50 p.m.
Grade 3 – Grade 12	7:55 a.m. – 3:00 p.m.

Recess

KG & Grade 1 Break 1	8:50 a.m. – 9:15 a.m.
KG & Grade 1 Break 2	11:35 a.m. – 11:55 p.m.
Grade 2 – 3 Break 1	9:15 a.m. – 9:40 a.m.
Grade 2 – 3 Break 2	12:05 p.m. – 12:30 p.m.
Grade 4 – 6 Break 1	9:40 a.m. – 10:05 a.m.
Grade 4 – 6 Break 2	12:35 p.m. – 01:00 p.m.
Grade 7 – 9 Break 1	10:35 a.m. – 11:00 a.m.
Grade 7 – 9 Break 2	1:40 p.m. – 2:05 p.m.
Grade 10 – 12 Break 1	11:05 a.m. – 11:30 a.m.
Grade 10 – 12 Break 2	1:05 p.m. – 1:30 p.m.

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WHO TO CALL

General Inquiries:	Ms. Rola Ms. Rania Ms. Sibel	extension 111 extension 102 extension 101
Admissions:	Ms. Nora	extension 112
Busing / Facility / Safety Management:	Mr. Fawzi Ms. Maysoun Mr. Abu Ahmed	extension 109 extension 114 +971 50 541 8497
Principal	Ms. Annmarie	113
V. Principal	Ms. Pam	103
Tuition / Payment Enquiries:	Mr. Ibrahim Mr. Manhal	extension 105 extension 108
Health / Medical:	Ms. Lekha	extension 104
Arabic / Islamic:	Ms. Sanaa	extension 116
Guidance Counsellor – course selection, university information, counseling	Mr. Doug	extension 115
Please see AGS website for complete staff list and contact information	agsadmin@agsgrmmr.sch.ae	

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OVERVIEW

INTRODUCTION FROM SCHOOL PRINCIPAL

Welcome to Abu Dhabi Grammar School (Canada). Our school is an international school that is teaching Canadian curriculum from the province of Nova Scotia. Our key phrase is “Together We Make the Difference”. Education in our school is about making a difference in the lives of our students. It is about helping them to gain the knowledge, skills, and attitudes necessary to enable them to fully embrace challenge, diversity, and to achieve personal and academic excellence.

The handbook has been created so that all involved with the education of our students will be better informed regarding the policies and procedures here at Abu Dhabi Grammar School (Canada). Our staff works with parents, students and one another to provide the best learning experiences and opportunities for our students.

We teachers and administration are always willing to work with parents. We encourage parents to make contact with the school if you have any inquiries or experiencing any difficulties. Our staff looks forward to knowing each and every one of you and wishes you all a very successful, enjoyable, and memorable school year.

Annmarie MacInnes, Principal
Abu Dhabi Grammar School (Canada)
Abu Dhabi, UAE

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Abu Dhabi Grammar School (Canada)
Staff 2013 - 2014

Teacher	Homeroom	Subjects Taught
Brittany Smith	KG2A	All Subjects
Rana Diab	KG2B	All Subjects
Eriel Whitelaw	KG2C	All Subjects
Molly Bell	Grade 1A	All Subjects
Deanna Harlow	Grade 1B	All Subjects
Sara Ansari	Grade 1C	All Subjects
Jessica Haley	Grade 1D	All Subjects
Emma Armishaw	Grade 2A	All Subjects
David Levine	Grade 2B	All Subjects
Katelyn Grittani	Grade 2C	All Subjects
Lubana Tuleimat	KG2 – Grade 1	Arabic/Islamic Studies
Manar Al-Mawalidi	Grade 1 – Grade 2	Arabic/Islamic Studies
Cassie Arsenault	Grade 3A	All Subjects
Katelyn Grittani	Grade 3B	All Subjects
Kelsi Harte	Grade 3C	All Subjects
Leanne	Grade 4A	All Subjects
Janna Day	Grade 4B	All Subjects
Chelsie Sampson	Grade 4C	All Subjects
Shanon Little	Grade 5A	All Subjects
George	Grade 5B	All Subjects
Marguerite Chaisson	Grade 5C	All Subjects
Khuloud Al Masri	Grade 4 - 6	French
Nisreen Ghureiri	Grade 4 – 6	Arabic/ Islamic Studies
Rudaina Al-Attasi	Grade 3 – 9	Arabic/Islamic Studies
Hanadi Tanash	Grade 3 -9	Arabic/Islamic Studies
Lenka Dabdoub	Grade 6A	Grade 6 Math, Science, Social Studies, Health
Katlyn	Grade 6B	Grade 6 English Language Arts, Health, Visual Arts
Tina	Grade 6C	
Matt Mac Donald	Grade 7A	Grade 7 Science, Social Studies, PDR
Pauline Mackinnon	Grade 7B	Grade 7 Science, Social Studies, PDR
Jenna Barnes	Grade 7C	Grade 7 English Language Arts, PDR
Kim Stock	Grade 8A	Grade 8 English Language Arts, Social Studies, PDR
Todd Dixon	Grade 8B	Grade 8 Math, Science, PDR
David McDonald	Grade 8C	
Aaron Kovats	Grade 9A	Grade 9 English Language Arts, Social Studies, PDR
Katie Archibald	Grade 9B	Grade 9 Math, Science, PDR
Dalal Al Hakim	Grade 6 – 7	French

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Sanaa Yaghi	Grade KG-12	Arabic/Islamic
Naima Hassan Al Najjar	Grade 6 – 9	Special Arabic/Islamic
Sawsan Attal	Grade 8, 9, 10, 11, 12	Special Arabic/Islamic
Mohanned Arar	Grade 6 - 9	Arabic/Islamic
April Lane	Grade 10 - 12	Grade 10, 11, 12 English
Cherelle	Grade 10 - 12	Art, Multi-Media 12, Communication Technology 12
Susan Fayayel	Grade 10, 11, 12	Math10, Chemistry, Science 10
Scott Millner	Grade 10, 11, 12	English 10, Global Geography 12, Global History 12
Abir Abdulahad	Grade 10, 11, 12	Biology, Oceans, Science 10
Courtney MacLellan	Grade 10, 11, 12	Math (Grade 10), Math 11, Math 12
David Oastler	Grade 10, 11, 12	Tourism, Economics, Sociology
Mohammed Abdulrahim	Grade 10, 11, 12	Physics 11/12, Pre- Calculus 11, Calculus 12, Math 12
Artie Poghosyan	Grade 7, 8, 9, 10, 11, 12	Music, Film & Video, Music 7 – 9
Diana Damato	Grade KG - 6	Music
Najia Abdelslem	Grade 8 - 12	French (redundant)
Leah McInnis	KG - 2	Physical Education, Dance 11
Jim MacPherson/Dani Pavaloaie	3-9 & 11	Physical Education
Mahmoud Hamsho	Grade 6 - 12	Islamic Studies
Fadwa Rahimah	Grade 10 - 12	Arabic Studies
Julia Blanford	Program Support	KG - 6
Jolani Rhodenizer	Librarian	KG-12
Douglas Ransome	KG - 12	Guidance Counsellor
Nisreen Ibrahim		Administrative Assistant
Mayssoun Ibrahim		Technology (IT)
Pamela Ransome	9 - 12	Vice-principal
Anmarie MacInnes	KG2 - 8	Principal

SCHOOL VALUES

We believe:

- That all children can learn and are entitled to safe and caring learning environments
- That students from many countries and cultures can work together to create a unique and caring learning community
- In the importance of developing graduates who become contributing citizens of the communities in which they live and have the abilities and attitudes to create a positive influence in any field they choose

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At AGS students are:

Challenged

- Experiences that stretch the students' capacities ultimately lead to personal and academic growth. Success is defined by having been challenged and consequently learning and growing from the experience.

Respected

- Students bring diverse experiences to their classroom; they contribute their voices to the community of learners. Students need to feel respected and to be respectful of others.

Encouraged

- What students *do* with knowledge is more important than simply comprehending or acquiring it. Students need the support of parents, teachers and peers to take risks to develop knowledge beyond the recognition and comprehension stages. Being able to analyze and evaluate information leads students to creative and critical thinking.

Self-directed, self-reliant, self-confident, self-motivated

- Developing a positive sense of self in a child is a long and patient process that is very rewarding for parents, teachers and students alike. Independence comes in stages and emerges when children are continuously provided with and participate in positive learning experiences.

Thinkers

- When students are encouraged to develop the skills and strategies needed to interpret, analyze, evaluate, infer, synthesize and explain information, they reach a level of meta-cognition that enables creative and critical thinking. Developing creative and critical thinkers today ensures that our next generation of leaders will have the cognitive skills to solve problems locally, regionally and globally.

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2014-15 School Calendar Dates Abu Dhabi Grammar School (Canada)

August 24, 2014	Teachers return
August 28, 2014	Orientation for New Students
August 31, 2014	Students Return/Semester 1 Begins
September 24, 2014	Curriculum Night 6:30 pm
September 25, 2014	Early (1:00) Dismissal for PD*
October 4, 7 2014	Eid Al Adha
October 30, 2014	Early Dismissal for PD
November 13, 2014	Reports to the Office
November 20, 2014	First Term Reports Go Home
November 26, 2014	Early Dismissal for Parent Teacher Interviews
December 2, 3, 2014	UAE National Days
December 19, 2014	Winter Break Begins
January 11, 2015	Students Return
January 13, 2015	Prophet's Birthday (dependent on Moon sighting)
January 21, 2015	Arts Night
January 26-27, 2015	School Based Assessments/Examinations
February 3-4, 2015	School Based Assessments/Examinations
February 5, 2015	Semester 1 Ends
January 29, 2015	Early Dismissal for PD
February 5, 2015	Gr. 10-12 Reports to Office
February 8, 2014	Semester 2 Begins
February 12, 2015	First Semester Reports (Gr. 10-12) go home
February 26, 2015	Early Dismissal for PD
March 13, 2015	Reports to the Office
March 18, 2015	Cultural Night
March 19, 2015	KG-9 Second Term Reports Go Home
March 25, 2015	Early Dismissal for Parent Teacher Interviews

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March 27, 2015	Spring Break Begins
April 2015	High School Spring Break Trip/Jr High Me to We Trip to India
April 12, 2015	PD Day for Staff
April 1, 2015	Students Return
April 30, 2015	Early Dismissal for PD
May 17, 2015	Isra' wa! Miraj Holiday
May 27, 2015	Semester Two Arts Night
May 28, 2015	Early Dismissal for PD
June 15, 2015	KG-Gr. 6 Reports to Office
June 17, 18, 21, 22, 2015	School Based Assessments/Examinations
June 24, 2015	Grade 12 Graduation (Possible Date)
July 2, 2015	Semester 2 Ends
July 2, 2015	Last Day for Students

*10 minutes per day has been added to our school day to accommodate early dismissal for Professional Development Days and Parent Teacher Interviews. This is a total of 50 minutes per week. Our early dismissal time is 1:00. The total additional yearly time is 1900 minutes which equates to 31.6 hours. We are more than meeting our requirements for instructional time in the classroom.

CURRICULUM HANDBOOKS FOR PARENTS 2014 – 2015

Abu Dhabi Grammar School (Canada) follows the Nova Scotia curriculum in coordination with the UAE Ministry of Education. The program offered at Abu Dhabi Grammar School (Canada) is accredited by the province of Nova Scotia in Canada. Students who meet the requirements of the Nova Scotia Department of Education graduate with the Nova Scotia High School Diploma.

- The program is taught in English and students must meet the same graduation requirements as students in Nova Scotia public schools.

Transcripts are produced by the Department of Education in Nova Scotia from marks securely stored on an online student information system.

The AGS Academic Program will lead to a Nova Scotia High School Diploma from the province of Nova Scotia. This Nova Scotia diploma will afford students

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the opportunity to enter post secondary studies at prestigious universities and colleges anywhere in the world.

“Curriculum Handbooks for Parents” contains information redundant on subjects, programs and courses available at Abu Dhabi Grammar School (Canada). The documents are accessible on www.agsgrmmr.sch.ae and are updated every year as changes are made to the curriculum.

HOMEWORK POLICY

In recognition of the need for children to have a well-balanced variety of experiences academically and socially, the need to have quality family time and the opportunities available to children in the community, the Abu Dhabi Grammar School (Canada) will endeavor to keep homework assignments reasonable in terms of frequency and quantity at the various grade levels.

The length of time spent by students on a specific assignment will vary depending on his/her ability, skills and pace of work. Homework should be completed by the student independently – although parents are encouraged to monitor their child’s homework and help when it is appropriate. The expectation is that homework must be completed when assigned by the teacher.

ELEMENTARY

Our students in Grades 2 to 6 will have homework on a regular basis, but not necessarily a daily basis. Homework can include unfinished class assignments, group work, project work or work assigned for that evening.

It is recommended that students in grades 4–6 not exceed the following daily maximum total time (four nights of the week) for all homework in all subject areas:

Grade 4	20–30 minutes per day (maximum 2 hours per week)
Grade 5	30–40 minutes per day (maximum 2.6 hours per week)
Grade 6	40–50 minutes per day (maximum 3.3 hours per week)

Homework is very crucial in the total development of a student. Homework teaches self-discipline, a sense of responsibility, dependability, as well as good study and research habits. As a student progresses through each grade level, the amount and expectations should change accordingly.

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JUNIOR HIGH

Teachers at Abu Dhabi Grammar School (Canada) post their homework and assignments on their teacher web site which will be in the communication hand-out provided by each teacher on the Orientation Night in September.

The amount of homework required from Junior High students will depend upon the subject and season of the year but a few general principles will apply:

Homework is of three types:

1. Completion of class assignments not finished in the allotted school time.
2. Completion of specifically set home assignments, including project final drafts.
3. general overview of the day's learning and regular study to achieve mastery of concepts in preparation for tests.

Some students will state that they have no homework; this is not so. Parents can assist students in this area by: leafing through student note books to identify obviously incomplete notes and assignments; asking questions to help students review and check mastery of concepts. A student not doing homework regularly will probably not be working to their potential.

Most project work is assigned and thoroughly explained in class. Usually class time is given for much of the research and rough copy writing. A student making good use of class time should need a minimum of home time to produce the finished product.

It is recommended that students in grades 7–9 not exceed the following daily maximum total time (four nights per week) for all homework in all subject areas:

Grade 7	60 minutes per day (maximum 4 hours per week)
Grade 8	60 minutes per day (maximum 4 hours per week)
Grade 9	90 minutes per day (maximum 6 hours per week)

TESTS AND EXAMS

Students in Grades Three, Four, Six and Eight write Nova Scotia Provincial Exams as prescribed by Nova Scotia Department of Education. For students in Junior High School mid-year school assessments and final exams are scheduled. Senior

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High exams are scheduled for the end of each semester.

At that the schedule will be sent home and will be posted on the website. Students **must** be in attendance for these exams at the scheduled times and failure to write any exam will be reflected on student report cards.

AGENDA PLANNERS

Each student in Grades 1 – Grade 12 will have an agenda planner. This planner has many purposes. It is to keep track of daily homework and forthcoming tests, school events and notices. It is also a communication tool between teachers and parents, and either party may write notes to the other. All students are encouraged to develop the habit of using the agenda effectively, for example showing it to parents daily.

STUDENT ASSESSMENT AND EVALUATION

Classroom evaluation criteria will be sent out by teachers at the beginning of the year. Parent/ teacher interview sessions are scheduled throughout the year. Please refer to the school calendar for the interview schedule.

NOVA SCOTIA GRADUATION REQUIREMENTS

- 18 credits are required to graduate
- 13 of these are compulsory
- 3 English Language Arts (one at each grade level)
- 2 Mathematics (from two different grade levels)
- 2 Sciences (a “first science” credit and 1 other – see course descriptions)
- 1 Canadian History course (Canadian History 11, or African Canadian Studies 11)
- 1 Global Studies (Global Geography 12, or Global History 12)
- 1 Physical Education (Physically Active Living 11)
- 1 Fine Arts (Art, Drama, Music)
- 2 other credits from Technology, Mathematics or Science
- No more that 7 of the 18 credits may be from courses coded as Grade 10 and at least 5 must be from courses coded as Grade 12.

Student course completion is tracked by school administration, and students have the opportunity to meet with the principal, vice principals and the guidance

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counselor in order to plan their programs and course selections based on their own aptitudes, achievement and post secondary plans.

ACADEMIC DISHONESTY POLICY

Optimum learning takes place only when student approach their work with intention and integrity. It is vital, therefore, that students are aware of situations that may arise whereby they are tempted to act dishonestly and of the consequences that these acts will result in. In order to prevent situations where cheating or plagiarizing may take place, students will acquire skills with respect to documentation of sources (bibliography, endnotes, and quotations) and studying. Appropriate consequences (academic penalties. etc) will apply to acts of plagiarism, cheating, collusion or other acts through which a student unfairly misrepresents his/her effort or achievement.

- Plagiarism occurs when a student knowingly represents as his or her own, any idea or work of another person in any academic assignment, test or examination
- Cheating occurs when a student obtains an unfair advantage over other students in the context of preparation or performance of any academic assignment, test, or examination
- Collusion occurs when a student knowingly allows his or her work to be submitted by another student

COURSE CHANGE DEADLINES

Students in grades 11 and 12, under special circumstances and with parental approval, may request to drop a course that they are currently enrolled in provided that they do so before the appropriate deadlines. Students wishing to drop a semester course must apply to do so by September 15 (1st semester courses) and February 20 (2nd semester courses). Requests after these deadlines will not be entertained. All requests to drop courses must be addressed to school Guidance Counselor and approved by the Vice Principal.

SUPPORT SERVICES

SCHOOL GUIDANCE COUNSELLOR

The School Counsellor at Abu Dhabi Grammar School (Canada) supports all students in achieving their maximum scholastic potential. The counsellor works closely with teachers and administrators to ensure that each student has the educational, moral and emotional support necessary. The Guidance Counsellor

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provides school-wide and small group activities to encourage strong character, leadership and problem solving skills. Students can schedule individual appointments with the counselor in case of need or to access the services of secondary career counseling. High school students have the opportunity to meet with the career counselor in order to plan their program and develop a career plan and pathway for transition from high school to post secondary education.

Parents can also feel free to approach the school counselor should they have any concerns regarding their child's behaviors. The counselor can provide referral for other health professionals in case of need.

PROGRAM SUPPORT / LEARNER SUPPORT

Students who are identified as requiring extra help in English or other core subject. Skills will be assisted by the Program Support Teacher (PST) who will then devise a need-based support schedule for students. Students will work toward specific objectives with the PST teacher. Their progress will be monitored and the need for continuing support will be assessed at the end of each term.

TEACHING ASSISTANTS

All KG – Grade2 classes have full-time teaching assistants, who assist with classroom management and other select duties. Our teaching assistants facilitate effective learning environments and are assistive to your child's progress and learning.

GRADE PLACEMENTS

The suitability of every child's placement at Abu Dhabi Grammar School (Canada) will be assessed each year. Administrative staff will place students in classes and will provide every student with a class schedule. Students are placed in a specific grade based on their age and/or needs.

Grade	Minimum Age by September 1
KG2	4 years & 8 months

CLASS PLACEMENTS

At the end of each academic year, classroom teachers meet to discuss classroom placements for students for the following year. This is a rigorous process as teachers consider many academic, social and other contributing factors in making the decision about what class each child will be placed in for the upcoming

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academic year. These lists make their way from the classroom grade teachers, to the vice-principal and guidance counselor, and they are finally checked by the school principal with the overriding goal of doing what we believe is in the best interests of the child. With this in mind, requests for particular class placements will not be entertained by administration as the process that leads to the final lists has proven to be an effective and sound one.

STUDENT RECOGNITION

The school will recognize the achievement and effort of students throughout the year. In our classes at school assemblies. Monthly assemblies are held to recognize student achievement in academics, sports, house teams and other school activities.

STUDENT ACTIVITIES

Field Trips/ Enrichment Opportunities

Off-campus excursions allow students to:

- Meet regularly to compete in friendly games for fun and to support all learning styles of students
- Be presented with experiences not available in the regular classroom or at school
- Reinforce, support, extend and enhance the concepts they have learned in their classes
- Relate their classroom activities to everyday life
- Understand that learning has application
- Have the opportunity to learn from others who have expertise in a particular field.
- Participate in hands-on experiential learning
- Better familiarize themselves with resources available in the community
- Find out and explore more about potential careers and employment opportunities

GUIDELINES FOR OFF-CAMPUS EXCURSIONS

- Students will be in full uniform, unless otherwise stated
- Parent consent forms will be sent home at least three to five days prior to the excursion

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- All consent forms must be signed and returned at least 24 hours prior to the trip, or by the date stipulated on the notice (handwritten consent notes may be accepted depending on the type of excursion being undertaken).
- No telephone consents will be permissible
- Only a parent's or legal guardian's signature is acceptable
- If a trip involves one or more overnight stays, parents may attend an information meeting at the school before their child will be permitted to participate.

GUIDELINES FOR INTERNATIONAL TRIPS

When an international trip has been planned, parents of children going on the trip are expected to attend information meetings held at the school. The organizing teacher will provide an overview of details such as itinerary, flight arrangements, what to pack, medical services while on the trip, costs and special considerations.

CELEBRATIONS

From time to time, class and school events will be held where students will be performing and parents will be invited to attend. All parents / guardians are to watch for announcements on our newsletters, web-site and through our mobile messaging system.

SPORTS TEAMS

Competitive sports teams will be organized based on student interest. Try-outs for these teams will be announced to students as soon as they are organized.

STUDENT COUNCIL

The Abu Dhabi Grammar School (Canada) student body will elect a student council at the beginning of every school year. Grade 9 to 12 students will be allowed to run for positions on the Student Council Executive, while each class will elect a representative to sit on the executive. Through this process, students will learn, in a practical way, about democracy, governance and election processes, while gaining a sense of ownership over their school and decision-making processes.

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EXPECTATIONS OF STUDENTS

1. Students are expected to behave responsibly in and out of school and to consider themselves as representatives of the school and its traditions at all times.
2. School property is to be respected.
3. Students will display good manners at all times, and be courteous to each other as well as staff members and visitors to the school.
4. Students are expected to be punctual and present for all classes unless ill.
5. The completion of all schoolwork assigned is the responsibility of the student. This means being organized, making good use of class time, completing all assigned homework, asking for help when necessary and completing any missed assignments due to being absent.
6. While on school property, students must remain in areas designated, as determined by members of staff.
7. Adherence to the uniform code is required during the school day and when representing the school. Students are expected to wear the school uniform properly at all times. The only exception is on Theme Days.
8. Students are expected to comply with the directions of administrators, teachers, student teachers, teacher assistants and other authorized school personnel.
9. Students are expected to move in a safe manner within the school. We expect students to walk, not run, when moving within the building.
10. Students are strongly urged not to bring personal valuables to school. Please be aware that it is the sole responsibility of each student to care for personal items. The school is NOT responsible for lost or stolen items.
11. Students and parents are expected to respect and celebrate personal, cultural and religious differences.

STUDENT RIGHTS AND RESPONSIBILITIES

I have a RIGHT to learn in my school.

It is my responsibility to listen to instructions, work quietly when appropriate and to raise my hand if I have a question, concern or need to leave the classroom.

I have a RIGHT to be heard.

It is my responsibility to listen and not talk, shout or make loud noises when are speaking.

I have a RIGHT to be respected in my school.

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It is my responsibility to be respectful of others by not teasing or bothering other people, or to hurt their feelings.

I have a RIGHT to be safe in my school.

It is my responsibility not to verbally or physically abuse anyone else, and not to cause harm to anyone else by my carelessness.

I have a RIGHT to privacy and to my own personal space.

It is my responsibility to respect the personal property of others, and to accept their right to privacy.

Students are expected to follow the guidelines for Abu Dhabi Grammar School (Canada) as they apply equally to all students. These guidelines encourage each individual to develop the self-discipline required for future success. Guidelines are not designed in such a way that every situation will be covered, nor are they intended to be a complete guide to conduct. All guidelines reflect the responsibility that a student assumes when he or she agrees to become part of our school. These guidelines apply to all students during the time that they are under the jurisdiction of the school, including when they are away on school related activities. Failure to comply with any of the guidelines may result in suspension or expulsion.

BREAK TIME REGULATIONS

Cafeteria

- Put all garbage in the bins.
- Litter under tables and chairs must be cleaned up.
- Line up and use manners when ordering.
- No sitting on backs of chairs and tables.
- No food or drink to be consumed after the bell.
- Food orders stop 5 minutes before the bell.
- Students are to clean up tables prior to the bell.

Outside cafeteria

- Sit on seats and not tables.
- No leaving litter under tables and chairs or on tables.
- This is a no play area *i.e.* soccer balls. Handball is permitted.

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- Food and drink consumed in this area and cafeteria only.
- Students must clean this area before leaving at the bell.

Red Area

- No aggressive soccer – all soccer games are to be supervised.
- No balls to be taken from PE (physical education) unless supervised.
- This is a no food or drink area.
- Sitting on the back of the stairwell out of view is not permitted.
- Get a drink before the bell rings and before line up.

SCHOOL UNIFORMS AND DRESS CODE

All students are encouraged to feel pride in being members of Abu Dhabi Grammar School (Canada). Their uniform identifies them as such. Appropriate dress is expected of all students and good grooming is equally important. Parents will be contacted if the uniform worn by a student is incomplete or inappropriate. On designated theme days students are permitted to wear non-uniform tops but the AGS pants or shorts are always worn. Students are expected to wear modest tops on these days. Black shoes are worn with our black pants and white AGS shirt. Students are to wear their red AGS sweater when it is cooler.

Students are expected to attend school in the appropriate uniform and uniform items should be clean and in good repair. All uniform items must be purchased through the school's official uniform supplier, Technical Scissors. Any student who demonstrates a uniform infraction, or demonstrates abuse of uniform guidelines, will be invited to a meeting with the Principal or Vice Principal so that the situation can be remedied immediately.

TELEPHONE CALLS/USE OF PERSONAL ELECTRONIC DEVICES (PEDs)

Our office staff is very busy; we ask that the request for our phone use be kept to a minimum. Parents who must contact their child may call the office to leave a message for their child, which will be delivered at an appropriate time. At the discretion of an administrator, a student may phone a parent during school hours. If

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a student chooses to bring a cell phone to school, **it is with the understanding that the cell phone must be kept in the student's locker or bag, and switched off for the entirety of the school day.** Cell phones are not allowed during school time and will be confiscated by staff.

To limit the amount of phone calls that are being made throughout the school day we encourage parents and students to remember items such as proper clothing, lunches, homework and swimming suits.

Please note that if students bring any personal electronic devices to school, including personal gaming devices, mp3 players, portable video players, etc, they may be used **only during lunch time**, and may not be brought into or used in class. Abu Dhabi Grammar School (Canada) staff and administration are not responsible for any lost or stolen PEDs or cell phones.

COMPUTER / TECHNOLOGY USE

Computers are used by students and staff, to facilitate writing, research, promote communication and presentation skills, advance technology skills, enhance learning and teaching and to conduct valid school business. Technology use is a privilege, not a right, and the expectation is that it will be used in a responsible, efficient, ethical and legal manner. Equipment is shared, and air user policy is for everyone's benefit.

1. The school's technology resources should be used for school-related tasks.
2. School computers will be used by students under supervision of a staff member.
3. Inappropriate computer use will result in revocation of privileges, temporary or permanent, depending on the gravity of the offense.
4. Students are not permitted to:
 - Bring food or drinks into any area where computers are used. Also, there will not be any food or drinks around any other school computer or technical piece of equipment.
 - Change or alter computer settings without permission of the supervising teacher.
 - Access without authorization any files, programs, drives or archives.

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- Access or use another person's account.
- Trespass in another person's folder, work or files.
- Send or display offensive messages, pictures or artwork.
- Use or view obscene language.
- Harass, threaten or insult others.
- Knowingly degrade or disrupt equipment or service, or to vandalize the data of another user.
- Violate copyright laws (plagiarism).
- Post or pass on personal communication without the author's prior consent.
- Attempt to bypass computer security
- Download games, or illegal or offensive material
- Record (photography, audio, video, etc...) another person, unless a student has explicit permission to do so

STUDENT ATTENDANCE

Abu Dhabi Grammar School (Canada) is concerned about the safety and well being of its students, staff and visitors. The school has implemented specific procedures to record students' attendance and presence at school. The students must remain on campus during the school day and may only leave the campus with both their parents'/guardians' knowledge and permission, and knowledge of the school.

Regular attendance and punctuality on the part of students is an important component of the learning process and the evaluation of student achievement. All teachers will keep attendance; late records will be noted on report cards. Consistent tardiness and/or absenteeism may lead to discussions concerning a more suitable educational setting for the student.

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PUNCTUALITY/ABSENCES

Students must arrive on time for school. Late students disturb classroom instruction. If a student is late he/she must report to the front office and get a late slip. Depending on the instruction being delivered or testing being conducted, a teacher may not accept the student in to the class. The student will then spend the class time in the office of an administrator. Frequent lateness is the responsibility of the parents and will need to be explained. There is a direct correlation between classroom performance and attendance. A student who arrives late is often unsettled which can last the entire day.

EXTENDED ABSENCES

Parents are discouraged from taking students out of school for extended periods of time for holidays or reasons other than emergencies. There is a link between class attendance and academic performance. Attendance in school is compulsory.

The Ministry of Education requires us to report to them any unexplained absences totaling over 20 consecutive days or 25 non-consecutive days in one school year. This could result in a student's failing a school year and having to repeat.

In cases of planned absences (3 or more school days), students are required to make arrangements through the appropriate office to complete the Extended Leave Form in advance of the absence. Students are responsible for obtaining all teachers' and parents' signatures and returning the signed form to the student's administrator. It is the responsibility of the student to make up work that is issued while absent. Any leave from school may jeopardize the student's standing; marks not earned as a result of tests and assignments missed may result in a corresponding lowering of grades. Therefore, students must discuss the consequences of a leave with the teachers. Factors that will be considered include the reason for the absence, the precise type and amount of work missed the nature of the course, the student's standing and effort in the class, and previous attendance.

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ARRIVAL AND DEPARTURE

The safety of our students in managing the morning and afternoon traffic flow is a priority at Abu Dhabi Grammar School (Canada). Driver cooperation, common sense and courtesy to fellow parents, bus drivers and staff will contribute to a harmonious and safe beginning and ending to your child's day at school. We ask that all parents and student drivers drive sensibly and with an awareness of the increased traffic flow in the neighborhood surrounding the school. Please obey all speed limits when driving through the streets surrounding our school. Watch for pedestrians and park only in designated areas.

VISITORS

All visitors (this includes parents, reading helpers, volunteers, etc.) are asked to present an identification card at the security gate, identify the purpose of their visit and sign into the school office to obtain a visitor's pass. Visitors should make an appointment through the office with the person they wish to see. Parents are asked to contact teachers to schedule an appointment at a mutually convenient time. All visitors must wear their visitor's pass visible at all times while in the school. Visitors must sign out when they leave the building.

SCHOOL BUS POLICY

Riding the bus to and from school is a privilege, not a right. Each student is expected to follow all school rules while riding the bus. The bus attendant provides a daily behavior log to the school administration. Abu Dhabi Grammar School (Canada) reserves the right to remove bus-riding privileges from any student who does not comply with bus rules.

BEHAVIOUR

Abu Dhabi Grammar School (Canada) believes that by working together we make a difference. We believe that students should feel safe in their school and that our

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learning environment should be positive in order to promote the well-being of all our students.

Students are asked to refrain from physical or verbal abuse (rough play, wrestling, kicking, hitting, biting, bullying, teasing, name calling or swearing).

Bullying is a relationship problem. It is the assertion of interpersonal power through aggression. Bullying involves repeated and consistent negative actions against another, an imbalance of power between the bully and the target, and contrasting feelings between the bully and the target as a result of the bullying episode (the child who bullies may feel excited, powerful or amused, while the target feels afraid, embarrassed or hurt).

The four most common types of bullying are:

1. Verbal Bullying – name calling, sarcasm, teasing, spreading rumours, threatening, making unwanted references to one's culture, ethnicity, race, religions, gender, or sexual orientation, or any other unwanted comments.
2. Social Bullying – mobbing, scapegoating, excluding others from a group, humiliating others, gestures or graffiti intended to put others down.
3. Physical Bullying – hitting, poking, pinching, chasing, shoving, coercing, destroying, unwanted sexual touching.
4. Cyber Bullying – using the internet or text messaging to intimidate, put down or spread rumours about someone.

Here are some useful websites that may help youth and adults learn about bullying and deal with bullying issues.

www.teamheroes.ca – aimed at children 3 – 11 years of age

www.b-free.ca - intended for youth 12 – 17 years of age

www.bullyfreealberta.ca – resource for parents and other adults (bullying prevention)

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Discipline Procedures

1. Verbal discussion between student/teacher. Administration may be involved.
2. Administration is formally involved in investigation and discipline procedures.
 - a. Students and parents are called in and final warnings will be issued.
 - b. Students and parents are issued a written warning about student's behavior which will be put on the student's permanent record.
 - c. A second written warning is issued and a copy is sent to the Ministry of Education. Result is a 1 to 3 day suspension.
 - d. Final written warning is sent to parents and the Ministry of Education. Student is suspended for 5 days.
 - e. Student is expelled. Letter sent to Ministry of Education.

CHOOSING TO BE SUSPENDED

By deliberately choosing to act in ways that are not in accordance with the Code of Conduct of Abu Dhabi Grammar School (Canada), students choose to suspend themselves from our school which may result in them being sent home (suspended from classes) for one to three days. If a student decides to act inappropriately, formal suspension notices are made as per the Abu Dhabi Grammar School (Canada) policy above.

Offenses that could result in suspension:

- Smoking on school property
- Theft of private or public property
- Harassment of peers or intimidation of others
- Physical aggression towards peers or staff members
- Vandalism or willful destruction of property * cost of damage or replacement may be required
- Chronic absenteeism
- Defiance or non-participation in the activities of school

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- Use of obscene language
- Inappropriate use of technology
- Bullying
- Cheating/plagiarism
- Inappropriate use of cellular phones
- Frequent non-compliance with uniform requirements
- Leaving school grounds without permission

CHOOSING TO BE EXPELLED

While Abu Dhabi Grammar School (Canada) believes that it is more desirable to support the child to change their behavior, it may be necessary to deal more severely with problems that arise. Therefore, the following guidelines are established. Again, by deliberately choosing to act in ways not in accordance with the Code of Conduct of Abu Dhabi Grammar School (Canada), students choose to expel themselves from our school. Administration will investigate serious accusations thoroughly and objectively. In some circumstances, the student may have the opportunity in the presence of a parent to withdraw from Abu Dhabi Grammar School (Canada) or the Principal may decide there are sufficient grounds to proceed with expulsion.

Offenses that could result in expulsion:

- The use, possession, sale or distribution of illegal substances
- Sexual harassment, sexual abuse, verbal abuse, emotional or physical abuse leveled at peers, staff members or others
- Chronic or severe bullying or unkindness (both verbal and physical) towards peers or staff members
- Harassment of others
- Cheating/plagiarism
- Theft of property may be redundant, depending on the severity of the act *cost of damage or replacement may be required
- Vandalism of private, public or school property *cost of damage or replacement may be required

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- Use of or possession of weapons
- The involvement in flagrantly immoral or socially distasteful acts
- Leaving school grounds without permission

MEDICAL CONCERNS AND EMERGENCY SITUATIONS

Abu Dhabi Grammar School (Canada) works with the Abu Dhabi Health Authority to ensure the safety of staff and students at all times. In accordance with Health Authority regulations, AGS has put in place comprehensive medical guidelines. Please contact our Registered Nurse, Miss Lekha (02 644 4703) extension 104 for more information.

The Abu Dhabi Grammar School (Canada) works with the Abu Dhabi Health Authority and the nurse to encourage the vaccination of students. Notifications of vaccination dates and authorization forms will be sent home with students.

FIRE SAFETY

As per school policy, fire drills are held periodically throughout the school year. This is following the regulations of the Defence Department and Fire Regulations of the municipality of Abu Dhabi.

POWER OUTAGE

In case of power outage at the school, Abu Dhabi Grammar School (Canada) will inform all parents by SMS mobile system and /or e-mail (if available). Parents are expected to keep their cell phones on at all times during school hours in case of an emergency.

FOOD ALLERGIES AND SNACKS

Classroom teachers will contact parents if there are specific allergies within the classroom. Parents must inform classroom teachers if their child has any food allergies.

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NUT SAFE ENVIRONMENT

Abu Dhabi Grammar School (Canada) promotes a nut safe environment for our students. Student should not bring food to school that contains nuts, nut oil or traces of nuts. Several of our students have life threatening allergies to nuts and we ask for your support in making all of our students safe at school.

Students are encouraged to not share snacks with friends or classmates as it potentially could cause allergic reactions among some students.

COMMUNICATIONS AND PUBLICATIONS

Abu Dhabi Grammar School (Canada) will communicate with parents using many different media. A monthly newsletter will be sent home with your child, staff will up-date their websites daily with homework and news, messages may be sent to your mobile and e-mail communication is encouraged with teachers. Elementary staff will also use the student's communication booklet to share information that is specific to your child.

Should parents wish to communicate with their students teachers, they may send an e-mail to those teachers' Abu Dhabi Grammar School (Canada) e-mail addresses which can be found on the school's website, (www.agsgrmmr.sch.ae). Should parents wish to schedule an appointment to meet a teacher in person, they should request a meeting via e-mail.

CLASSROOM CONCERNS BROUGHT TO THE PRINCIPAL

If a parent brings a concern to the principal about a classroom or teacher-related matter, the principal will undertake one or more of the following actions depending on the nature of the concern and its circumstances:

1. Advise the parent to discuss the concern directly with the teacher and resolve it at that level
2. Gather any relevant information to determine the facts and the circumstances

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3. Discuss the concern with the teacher and offer advice to the teacher where applicable to resolve the concern and inform the parent of the outcome
4. Meet jointly with the teacher and the parent to discuss the concern where the principal determines that such a meeting will resolve the concern
5. Refer the concern to the director of the school if the parent does not agree with the decision of the principal and wishes to appeal to a higher staff authority
6. The principal refers the concern to the director of the school and ADEC.

GUIDELINES FOR PARENTS WHEN PRESENTING CONCERNS

In bringing concerns to staff, parents will strive to:

1. Present their concerns to staff in a respectful manner which allows the opportunity for due consideration of the concern
2. Allow for a reasonable timeline for addressing and resolving the concern
3. Address the concern first to the staff person responsible for the area to which the concern directly relates, unless circumstances warrant raising the concern with staff at a higher level
4. Direct the concern to the school administration where the concern relates to a school policy or program matter which can be more appropriately addressed by the administration
5. Maintain an openness to receiving the information and advice that may be offered by staff as possible resolutions to the concern
6. Ensure that confidentiality is maintained concerning personal or private matters addressed by all parties

GENERAL INFORMATION

LOST AND FOUND

Students are responsible for all of their personal belongings. This includes all uniform items, school supplies and any other personal items that they may have in

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their possession. All of the above must be clearly labeled. Students will be notified of the location of the lost and found boxes. The school is not responsible for lost items.

SCHOOL SUPPLIES

All students are responsible for purchasing all school supplies required for the courses they will pursue. Student supply lists will be provided to students.

LIBRARY

Library Hours: Sunday to Thursday: *8:00a.m – 3:00p.m*

The Abu Dhabi Grammar School (Canada) library is a place where students can read, study during school hours or do research. Students are expected to be considerate their peers and follow the direction of the librarian.

AGS School Plan for Communicating Student Learning

At AGS we believe that student achievement depends upon the collaborative effort of students, parents/guardians, teachers, staff, community members and administration working together and learning from one another.

To support our belief in improving student achievement, all partners need to have a clear understanding of expectations and how we can work together to support learning.

Our School Plan for Communicating Student Learning identifies:

Expectations for learning, how we assess and evaluate student learning, and how we can communicate and work together as partners to support your children.

Expectations for Learning

At AGS we have high expectations for student learning. Instructional planning is developed based on a common understanding about how children learn, referred to as the Principles of Learning.

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#	Principles of Learning
1	Students construct meaning and make it meaningful in terms of their prior knowledge and experiences.
2	Learning is a process of actively constructing knowledge.
3	Learning is enhanced when it takes place in a social and collaborative environment.
4	Students need to continue to view learning as an integrated whole.
5	Learners must see themselves as capable and successful.
6	Learners have different ways of knowing and representing knowledge.
7	Reflection is an integral part of learning.

The Department of Education has developed ***Expected Learning Outcomes** for what students should learn in all subject areas and at each grade level. Assessment and Evaluation of student learning are based on the learning outcomes in the provincial curriculum. The ***Essential Graduation Learning** is a framework of statements describing expectations of students in terms of knowledge, skills and attitudes that should be developed throughout the curriculum.

***Expected Learning Outcomes:** Expected Learning Outcomes are the goal statements prescribed by the Department of Education that indicate what teachers are required to teach, and what students are expected to know and be able to do for each grade level.

***Essential Graduation Learning:** Essential Graduation Learning is a collection of statements of what is expected of students at graduation and at key stages of their education.

Essential Graduation Learning	
Aesthetic Expression	Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.
Citizenship	Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.
Communication	Graduates will be able to use listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and

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	communicate effectively.
Personal Development	Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.
Problem Solving	Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language and mathematical and scientific concepts.
Technological Competence	Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies for solving problems.

How to assess and evaluate student learning

Assessment has the greatest impact on learning when it is integrated into all classroom activities, aligned with the written curriculum and instruction, used to identify students' strengths and areas of concern in order to outline next steps for learning, and when students are involved.

At AGS, teachers focus on ***Assessment of Learning**, ***Assessment as Learning** and ***Assessment of Learning**, in order to support student learning.

***Assessment for Learning:** Assessment for Learning takes place when teachers collect information through ongoing assessments in order to monitor student progress and make instructional discussions.

***Assessment as Learning:** Assessment as Learning takes place when student are involved in the assessment process. Teachers support students to be able to accurately and consistently assess their learning though self-reflection, self-monitoring and self-adjustment.

***Assessment for Learning:** Assessment of Learning happens when teachers analyze and judge information collected though ongoing assessment in order to place a "value" and recommendation(s) on the learner's achievement. This evaluation determines the extent to which learning occurs.

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External Large-Scale Assessments: External large-scale assessments are designed by a group outside the school in order to collect data for use at the national, provincial, regional and classroom levels.

Internal Large-Scale Assessments: Internal large-scale assessments are assessments that are designed by a school for internal use.

The teachers at AGS base assessment, evaluation and communication of student learning on the Department of Education’s programs and on statements of expected learning outcomes.

Teachers will provide timely, descriptive feedback of what each student knows and is able to do in relation to the expected learning outcomes and what each student must do next to improve his/her learning to achieve the expected learning outcomes.

Assessment and Evaluation Policy

Teachers understand and practice policy and procedures outlined in AGS Assessments and Evaluation Policy.

Tools for Assessment: The following table describes types of assessment strategies that are used to gather information about student learning. While no one teacher would necessarily use all of these strategies with each student, every teacher at AGS is committed to a balanced and fair approach to assessing student learning.

Methods	Explanations
Conferencing	Discussion between student and teacher about student accomplishments and next steps for learning.
Observation Survey/Running Records	Structured assessments giving evidence of students reading abilities.
Self Assessment	Students reflecting on what they know and what they need to learn.
Portfolios	A collection of student and/or teacher selected work.
Work Samples	Published stories, journals, book reports, reflections, writing folders, projects, recordings, creations, models.

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Oral and/or Written Reports, Projects and Presentations	Formal assignments extending over a period of time that allow students to demonstrate their understanding of a concept or topic.
Journals	Informal writing shared among student and teachers.
Performances	Skits, puppet shows, public speaking, debates, plays, role-playing, singing and dance.
Quizzes, Tests	A time limited written or oral response to questions on a specific subject.
Checklists, Anecdotal Records, Observations	Specific methods that support continuous gathering of information on student learning.

Special Services: We are able to refer students with special needs for consultation, assessment or additional support to our resource teacher through the School Planning Team. Interventions range for those challenged by learning to those requiring challenges. Before any referrals for services are made, contact will be made with the home to obtain permission.

The School has a Planning Team that meets on a regular basis to discuss student support issues. Any questions regarding student support can be directed to this team.

Thank you for taking the time to go through our Parent-Student Handbook. We appreciate all of the efforts that you put forward in helping us to be successful in educating your children. Working together, with you, in the best interests of our students is paramount in achieving student success.

Together We Make the Difference