



مدارس رند للتعليم
Rand Schools for Education



Under Supervision of
Ministry of Education

Parents' Handbook

2022-2023

Primary Section

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VISION

RIS is dedicated to create a supportive learning community for open-mindedness and life-long learning.

MISSION STATEMENT

Provide a caring, safe and warm learning environment with rich curricular and co-curricular programs that stimulate curiosity, freedom of expression, intercultural understanding and life – long learning.

MOTTO

“We are Life Long Learners.”

GOALS

- Make every effort for educational excellence and high standards of achievement of the students.
- Ensure safe schools; protect the health and safety of all students.
- Promote creativity and higher levels of thinking skills to develop student-focused learning environment.
- Encourage students to commit to personal excellence through the development of their self-confidence, self-esteem and a positive set of values.
- Develop a community where children, parents, and teachers work together as one team
- enhancing the sense of self-respect, cooperation, and responsibility toward others.
- Develop creative and critical thinkers; confident to express their ideas and prepared to seek lifetime success.
- Make sure that all children understand, respect and accept the diversity of others.
- Provide Quality in education with a professional team of teaching trained periodically.
- Develop an outcome-based curriculum that is continuously revised.
- Use technologies to enhance the delivery, quality and effectiveness of teaching.

STUDENT AGREEMENTS TO R.I.S.

- I will be on **TIME** to my classes.
- I will ask for **PERMISSION** before entering and leaving the classroom.
- I will come to class prepared with all **SUPPLIES** and **HOMEWORK** completed.
- I will be **POLITE, COURTEOUS,** and **RESPECTFUL** at all time with every member in the school.
- I will **RAISE** my **HAND** before I speak during a classroom lesson.
- I will try to **COMPLETE** my **WORK** on time.
- I will **LEAVE** my **SEAT** only when **NECESSARY**.
- I will **KEEP** my hand to **MYSELF**.
- I will not **CHEW** gum in my school.
- I will **USE** my **KIND WORDS,** not my **FISTS**.
- I will ask for **PERMISSION** to **EAT** or **DRINK** in the classroom.
- I will listen **QUIETLY** while others are speaking.
- I will **WALK** in the hallways.

STUDENTS' AND PARENTS' RIGHTS

- Students getting excellent education and mutual respect and healthy environment.
- Students getting providing with the school books, IT room, excellent and professional teachers.
- The commitment of the school to its curricular and calendar.
- Students and parents, getting informed about the school events or program.
- Parents have the right to communicate with administration and teachers. They can communicate with teacher by visiting school, or through phone call or by an email through a scheduled process with the administration.

HISTORY OF THE SCHOOL

Rand International School was founded in 2006 in the city of Qatif. In its first two years, the school had functioned as simply kindergarten in small building. It started with 75 kids and jumped quickly to nearly 140 kids in the second year with reaching its maximum capacity. The growing demand for English teaching curriculum offered incentive to the owner to seize an opportunity of renting a huge building in the city of Sahait which 5 miles is approximately away from the first school building. A great effort and large investment were needed to transform the place into a school complex. Constructions, renovations, and maintenance continued throughout the years to reshape the current school buildings

Today the school complex consisted of Kindergarten, International grade school and Saudi curriculum school that has other separate license granted by the Ministry of Education. Currently, the number in the school complex run over 1100 students are in kindergarten and primary school.

The schools have developed rapidly over the years in terms of education quality as started to attract many parents from Qatif district and surrounding Dammam district. In the initial two years, the International Primary school functioned as mixed-gender school non-Saudi since there was restriction on Saudis to get into International grade schools. In contrast, there are a majority with Saudis in Kindergarten from the start since there was flexibility for Saudi nations to be enrolled without government restrictions.

In 2012, the International grade school has become predominantly with Saudis as we have obtained the official permit from the Ministry of Education to accept direct Saudi enrollment because of meeting their requirements. This has resulted in large Saudi enrollments especially in Grade 1. The cancelation of grade four to grade seven for boys led to loss of large number of students, but this is being compensated by larger number with the inflow of Saudis. Saudis in Grades have been transformed over the years from a small minority into a very large majority.

The rise of Rand schools over a short period within the region has not come from vacuum. We were aware from the start that upgrading learning environment and promoting self-learning are not easy tasks but it can't not be achieved without effective utilization and development of resources. Much of our current leadership has risen up from school work force based on their skills and commitment to professionalism. The school policy has always given an opportunity to distinguished schoolteachers and staff to move up within the management, which reflected the space for upward mobility.

Our efforts had paid back by having the academic accreditation for quality in education from the global nonprofit organization the AdvancED organization. which was big leap towards improvement.

This non-profit organization has helped our school, improve in all aspects with respect to purpose and direction, governance and leadership, teaching and assessing, resources and support systems and using results for continuous improvement.

In 2019, Rand school has become an authorized IB World School for primary years program (PYP)

As an IB World School offering the PYP, Rand school is part of a global community of schools committed to developing knowledgeable, caring young people who will be ready to negotiate their futures successfully and make contributions resulting in a more harmonious and peaceful world.

The learning journey is endless and every year Rand school is exerting great effort to maintain more improvement.

SCHOOL PROGRAM

The school follows the Common Core Standards (CCS) used in the United States for English, Math, and Next Generation State Standards for Science. Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With the standards our students will be fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

Teachers, parents and community leaders have all weighed into help create the Common Core State Standards. The standards clearly communicate what is expected of students at each grade level. This will allow our teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them.

The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them. With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school, prepared to succeed in college and in a modern workforce. Using the common core curriculum in and outside the country.

This cohesive curriculum would also ensure that our students are taught all necessary skills to get into universities and colleges of their choice inside and outside of the Kingdom, Europe, American, Middle East, Asia and other countries where American diplomas are accepted.

IB – INTERNATIONAL BACCALAUREATE – PYP PROGRAM

Among all the schools in Saudi Arabia, 18 were selected for KFF/IB Project (Developing learners, leaders, and teachers for the future of the kingdom of Saudi Arabia) and with pleasure, Rand Schools Group was one of them.

In 2019, Rand school has become an authorized IB World School for primary years program (PYP). By this spirited step, we will be connected locally and internationally with the family of IB world schools.

Founded in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programs of international education (PYP, MYP, DP, CP) that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world.

Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world. Through the interplay of asking, doing and thinking, this constructivist approach leads towards open, democratic classrooms. An IB education empowers young people for a lifetime of learning, independently and in collaboration with others. It prepares a community of learners to engage with global challenges through inquiry, action and reflection.

[IB learner profile](#)

PYP will ensure that the school, students, and parents move together in a rewarding and rich learning journey that will allow all learners to express and discover themselves within the IB LEARNER PROFILE. At the heart of the IB Primary Year Program are the 10 learner profile Traits.

Inquirers	Communicators	Risk-takers
Reflective	Principled	Balanced
Knowledgeable	Open-minded	Caring

Thinkers

What Does an IB – PYP (Primary Years Program) Classroom Look Like?

- The busy hum of learning-focused discussion
- Our children working on tasks and activities that are designed in collaboration with them and that engage their interests where the teacher is the guide/facilitator
- Lots of different combinations of groupings from individual to groups to whole class
- Collaboration(student/student, student/teacher, student/visitor)
- Our children engaged in their learning in different areas of the classroom
- Our children involved in different activities within the same session as they inquire
- **Action** – students extending their learning independently
- Opportunities for our children to try out their ideas and abandon or modify their misconceptions (learning by experience)
- Walls and displays serving as a canvas for documenting collective knowledge and learning processes
- Furniture and space arrangements maximizing flexibility and accommodating students and their learning needs
- Hands-on resources such as science equipment, computers, laptops, iPad, games, mathematical manipulative, smart board etc
- A learning environment which is information rich with online and print resources
- Student work displayed in the classrooms and hallways to show discovery, understanding and engagement into their learning world

You can also look at this ["What does a PYP classroom look like?"](#) Video on YouTube if you are interested to know more.

Display of Learner Profile and PYP Elements

Learner Profile:

IB Learner profile: to develop active, compassionate and lifelong learners, the IB programs foster a distinctive set of attributes. These qualities—embodied in the IB learner profile.

Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
COMMUNICATOR	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
INQUIRER	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning through out life.
KNOWLEDGE ABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

RISK-TAKER

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

THINKER

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

BALANCED

We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

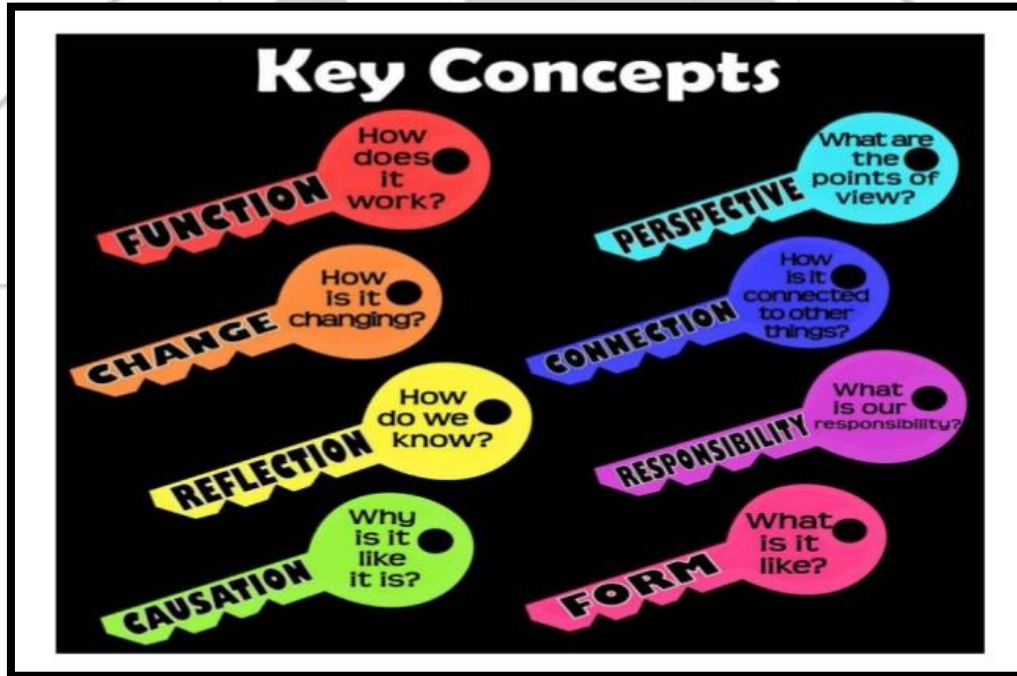
Key Concepts:

- Function. (How does it work?).
- Change. (How is it changing?).
- Reflection. (How do we know?).
- Causation. (Why is it as it is?).
- Perspective. (What are the point of view?).
- Connection. (How is it connected to other things?).
- Responsibility. (What is our responsibility?).
- Form. (What is it like?).

[IB Primary Years Program- 10 Learner Profile Traits:](#)



Key Concepts:



Approaches to Learning (Skills):

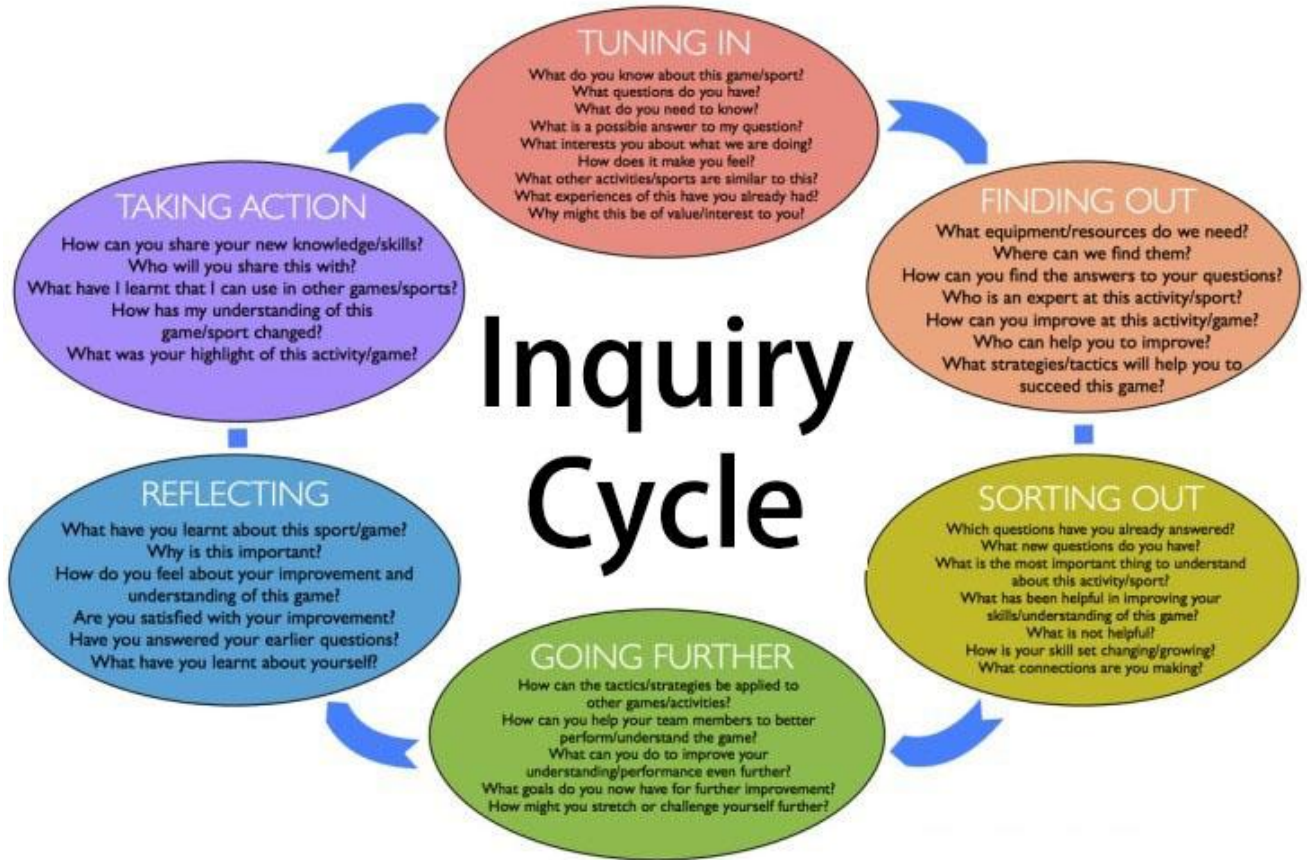


Thinking through the inquiry cycle for young LEARNERS:

Any subject can be taught effectively in some intellectually honest way to any child at any stage of development – Jerome Bruner, 1961

The PYP curriculum revolves around six transdisciplinary themes:

- Who we are?
- Where we live in place and time?
- How we express ourselves?
- How the world works?
- How we organize ourselves?
- Sharing the planet.



This transdisciplinary framework goes beyond learning within subject areas to learning in the context of global disciplinary themes, which guide in-depth inquiry. The teachers identify important ideas that drive sustained investigations in which students take an active role.

The inquiry cycle is an instructional tool that structures student reflection and the feedback provided by teachers and so that students can successfully move through inquiry as a process.

Rand international school has a K-6 program, which uses American books except for subjects mandatory from the Ministry Of Education.

Our system is divided up as follows:

- Early Learners Department (Pre-K to KG3).
- Elementary (1st to 6th grade).

In the primary section:

- We will be preparing and training the students to be participatory, collaborative learners who self-discover and critically think in order to integrate the knowledge and skills they learn into their everyday life.
- Students will study from American English content-based books that align with the Common Core Standards. In addition, the next Generation state standards (NGSS). Throughout the years students will strive for academic excellence by using previous knowledge to actively engage in their own learning process.
- Students will learn to formulate questions, investigate subjects, and look at various ways available to proceed in finding answers, while building connections from one grade to the other.
- The teachers will create an environment that is safe and conducive to encourage students to want to learn, discover and not be afraid to ask questions.
- In the primary years, students will be continuously assessed through various strategies and tools.
-



FACILITIES AND SERVICES

School Facilities:

- The school facilitates spacious, well-lit and ventilated rooms fully equipped with appropriate furniture for the age group of young children they serve.
- The school has a well-organized learning resources room with projector, computers, internet access, learning materials and tools.
- The school also provides the facility of a well-equipped science laboratory designed by lab specialist and has all safety requirements.
- A library for each section with collection of books.
- The sports activities are carried out in spacious playgrounds: two outdoor and one indoor playground in KG section. In primary section there are two playgrounds.

Classroom EQUIPMENT:

- computer devices
- Physical and virtual libraries.
- Resources centers in grades one, 2 and 3.
- Library center in the classrooms.
- Multimedia centers.



- Furnishing of classrooms.

Services:

❖ **Technical Services:**

The school offers the facility of an (IT) room with internet access. The IT rooms are fully equipped and arrayed with the latest generation Pentiums.

❖ **Student Support Services:**

RIS believes in supporting the students' learning and hence takes initiative in the following developmental areas:



☞ **PSPE Personal, Social and Physical Education:**

School specifies fifteen minutes at the beginning of every day for exercising in the morning assembly.

The school's curriculum includes a well-defined sports schedule (twice a week) which organizes games like basketball, football, table-tennis, etc. and explain the importance of sport and give some health education. Teacher ask students to search about different health information and to demonstrate them to class.

☞ **Cognitive Development:**

Cognitive skills are enhanced by conducting regular competitions like quiz times, spelling bee contests, recitations, science fair.

☞ **Social and Emotional Development**

Extracurricular activities are conducted together in the:

- Some programs, activities, and competitions to enhance students' abilities by discussing different topics with students counselor and introducing new concepts.
- In addition, All staff members are working together to provide students moral and emotional support.

☞ **Engineering and coding class**

when we are seeking to stimulate curiosity and have life-long learners , we always work on improving our curricular and co-curricular programs.

Engineering and coding classroom is great place to boost students' imagination and creativity and to teach them how to use critical thinking skills, flexibility, and innovation and problem- solving skills needed for the 21st century.

Goals/Objectives

in order to be good at problem solving, students will need a lot of opportunities to practice these skills. The maker classroom will give students the opportunity to solve real-world problems, robotic coding, mini-programming and designing models with engineering.

Critical Thinking

Success relies not only on the ability to problem solve, but also on the ability to think critically and apply concepts to solve a problem. Creating this room will provide education where students are trying to figure out solutions to problems and use their critical thinking skills. It's much more than just having students solve word problems, providing students with time to reflect upon their experiences and activities are all great ways for them to develop their critical thinking skills.

Flexibility

Flexibility is the ability to adapt to new situations. One fun way to develop this skill is to have students play an educational app on an iPad or a tablet. Many of these apps require users to shift their game play at each level they advance. Students will not only learn to be flexible, but they'll also use their critical thinking skills to help them solve problems in order to advance in the game.

Data Interpretation

Data interpretation is the ability for students to be able to make a decision based on scientific data, not just their thoughts or feelings on the topic. Students can develop this skill by coding a Robot.

Creativity and Innovation

Teaching students to think outside of the box is one of the many ways that we can ensure students are using their creativity and being innovative. Being innovative is what is going to help set them apart from others in the future. The more opportunities teachers give students get to think on their own, and run with their ideas, the more comfortable students will be with sharing their ideas.

Procedures/Scope of Work

- Maker room will contain different sections:
 - a. **Coding station:** 4 computers to learn some basic coding in Tynker ,kano, etc.... or coding some robots (Botley and KIBO).
 - b. **Engineering station:** Lego parts and building small machines and other games that uses critical thinking.

1. Classrooms as a learning service :

The school classrooms are spacious, airy and well-ventilated rooms fully equipped with closets, comfortable chairs with desks, white boards ,internet access bulletin boards and projectors (multimedia), smart boards.


2. Library as a Knowledge service:

A library is a fountain to stave the thirst of knowledge for students. Our school library provides facilities for learning, teaching and research projects. It provides proactive and innovation information service to the academic community. It is equipped with huge collection about 17056 of books in English and Arabic.

STUDENT MANAGEMENT SUITE PIONEER

We at Rand International School believe that parental involvement is essential for children to succeed in school, and we encourage all parents to become participants in their child's educational journey.

To help you more effectively monitor the progress of your child, we provide a computer-based system (Pioneer) by which you can track your student's grades, attendance, discipline, newsletters and announcing all upcoming events. Pioneer Family Access is a secure, web-based application that allows parents to view information and communicate with staff. Each parent will be receiving a login account and password through which you will be following up with your child performance and communicating with the teachers.

- To open Pioneer through School Website click on the E. school button
- use the user name and password given from school
- If this is the first time you use the system it will ask you to reenter a new password tow times not less than 6 digits. Write your new password and then click on submit.
- The home page will be open. You will see all the messages and announcements from the school in the page top
- If there are an attachment with the message you will see a small pin icon  with the message, click on it to open the attachments.
- To Show the calendar, attendance, student info, schedule, discipline and other information select the necessary from the list in the left side of the window.
- If you want to change your information like the address, email, mobile and phone number click on my account in the upper part of the window, you will see the below window, do the necessary modification and click in save.
- You can also change your password from the same window by clicking on change password.
- To show student grades click on Grade book from the menu on the left side of the window.
- To show student's score as number click on the blue grade letters in front of the subject, a new window will open showing students detail and total marks.

- Beside of that you can see the details mark for every skills in the lower part of the same window (if it does not appear, click on show skills)

Activities Room & Arts Room:

A large bright and spacious areas with activities to support the children in all areas of learning; Physical, Personal Social & Emotional, Communication & Language, Literacy, Math, Art & design and Understanding the World.

Science Laboratory as a Manual Service:

Our school is backed by well-equipped science lab that was designed by lab specialist and has all safety requirements in order to provide science practical knowledge.

Safety Services:

Emergency exits, school maps and emergency procedures are available for the students who are trained during self-building classes and educational lectures. Students have to practice the procedures throughout the year.

Medical Service:

School has first aid facilities to oversee general health and hygiene matters; also, school has nursing room provided with bed for sick students who will be cared of by a licensed well-experienced nurse. It also supports activities like regular dental checkups by the dentist, first aid session, personal hygiene session that is held in community building assembly and with our clubs like healthy habits and safety club etc.



If a student needs first aid treatment in the case of minor injuries (bumps, bruises, and small cuts.) or for sudden illness during school hours he/she can go to the School clinic with the teacher's Permission. If the nurse determines that, a student is to be sent home due to illness, parents will be asked by telephone to arrange to pick up their child as soon as possible. The student will be kept at the nurse's office until someone arrives to take the child home.

If a child is sick with fever, vomiting, nausea. They should remain at home until they are fever free for at least 24 hours before returning to school.

In case of any contagious disease the parents are asked to keep their child home to secure safety for other children. Parents will be contacted in the event of a serious injury or accident.

CANTEEN AS A HEALTHY FOOD SERVICE

Canteen

School canteen is open from 7:00 – 1:00 PM and during break times only. Students must not to line up to purchase any kind of food from the canteen during class time, except water. Students must to line up and avoid congestion during break times. A food sale ends 5 minutes before dismissal time. Students must keep their hands, feet and other objects to themselves, Avoid throwing objects and Clean up their lunch area after eating. If parents choose to send food with their children, please provide them with something healthy to eat at break times in a suitable container marked with their name. Also, provide healthy drinks in containers other than glass.

Students are allowed to drink provided water during lessons that they do not have to leave class, so please make sure that each has a plastic water bottle.

- Canteen facility, available for the grades section students and the staff, sells healthy snack (vegetables, fruits, olives, yogurts, milk, juice, water, sandwich.)
- Candy and sodas are not allowed as part of students` snack.
- Milk and juice are preferred beverages.
- We suggest a packed lunch including a fruit, sandwich, raw vegetables, milk, yogurt, juice or water.



BUS SERVICES:

The drivers themselves mainly handle the school bus services.

Bus expectations

Students are expected to:

- Be on time, for pick-up in the morning.
- Remain seated during trips on the bus.
- Keep their hands, feet and other objects to themselves.
- Listen to the instructions of the bus monitor and driver.
- Be ready for departure in the afternoon.



School bus regulations

To keep students safe on the school bus, parents should talk to their child about bus rules before the school year begins. The rules are in the parent's guidebook sent at the student's and parents' expense on Skyward. Students are expected to follow these rules on the bus from the time of departure to the time of arrival.

- Parents must provide the bus driver, the bus supervisor, and the school with the parent's contact number and renew it if it is changed.
- The driver will call the number five minutes before his arrival, and the student will wait in front of the house for two minutes. In the event of a morning delay, the driver has the right to leave the student, and the parents must take care of his transportation that day and inform the driver if the parents bring the student in the morning so that he can transport him at the end of the school day.
- In the event that the parents are not at home at noon and the driver has not been notified, the driver will return the student to the school, and the parents must take care of taking him from the school.
- The student's guardian must pay the bus transportation fees at the beginning of each semester. In the event of non-payment or delay in payment, the bus driver has the right to stop the service after two weeks of non-payment.
- In the event of any complaint from the driver or the parent's supervisor, contact the school administration.
- The bus supervisor must deliver the student to the main entrance of the house, and she does not have to deliver the student to the door of the house, and the parents should pick up the student from the entrance.
- In the event of a repeated complaint about the student's behavior on the bus, the student will be excluded from the bus and the service will be deleted
- Parents are obligated to assure the student to follow the safety and security laws on the bus. In the event of failure to follow, the necessary measures will be taken according to the school rules.

School Bus Regulations Sanctions Policy

In the event that there is a complaint from the driver or the bus supervisor about the behavior of a student, after conducting investigations, and in the occurrence of a major breach of the regulations, and efforts to resolve it by the officials have not succeeded, a report will be made on the case and the parents will be informed of the violation to ensure the safety and security of the students

Actions taken in the event of any violation that has been verified and documented:

- The first violation: a verbal warning to the student and communication with the parents to inform them.
- Second offense: written warning
- Third violation: Excluding the student from the bus service for five days
- Fourth Violation: Excluding the student from the bus service for ten days
- Fifth Violation: Excluding the student from the bus service until the end of the school year, and no money is returned to the parents.

In the event the student is excluded from using the bus, the school has the right not to include his name in the bus service for the following year.

COUNSELING:

The counselors are available to assist students during the school day. Students can meet with the counselor either before or after school or during recess. All matters brought to the counselor's office are considered confidential and will be handled discreetly. Students are encouraged to utilize the counseling services when needed. Counselors are there to provide our students with information and listen to their issues and provide student guidance.

PALs (Peers and Leaders):

PALs is a program designed to help new students adjust to their new school environment and to promote multiculturalism. Representatives from each class assist enrolling students in the adjustment process. As PALs, the students serve as guides helping the new students learn school rules and procedures, the location of school facilities, adjust to faculty expectations and course requirements, and make friends with other students. PALs receive initial training to help them perform their duties effectively. If a student is interested in serving in the PALs- program, contact the school counselor.

PROJECTS

Student should make project for each subject> the teacher is responsible to assign any kind of projects> projects aim to assess the understanding of the lessons or to expand the student's knowledge >School project can be done in groups. Teacher can ask her students to bring the material to do it at school.

Presentation

Teacher can ask for a PowerPoint presentation where student have to present it in front of the class and will be evaluated according to this rubric:

Scoring Rubric Oral and Visual Presentation

Level 1	<ul style="list-style-type: none"> ➤ Rarely uses good posture. ➤ Emerging ability to maintain eye contact. ➤ Rarely speaks in a clear, understandable voice. ➤ Incomplete ability to speak in a dynamic and engaging voice.
Level 2	<ul style="list-style-type: none"> ➤ Sometimes uses good posture. ➤ Developing ability to maintain eye contact. ➤ Sometimes speaks in a clear, understandable voice. ➤ Limited ability to speak in a dynamic and engaging voice.
Level 3	<ul style="list-style-type: none"> ➤ Usually uses good posture. ➤ Capable ability to maintain eye contact. ➤ Usually speaks in a clear, understandable voice. ➤ Complete ability to speak in a dynamic and engaging voice.
Level 4	<ul style="list-style-type: none"> ➤ Almost always uses good posture. ➤ Thorough ability to maintain eye contact. ➤ Almost always speaks in a clear, understandable voice. ➤ Excellent ability to speak in a dynamic and engaging voice.

Content:

Level 1	<ul style="list-style-type: none"> ➤ Emerging ability to build introduction and conclusion ➤ Incomplete and confusing structure ➤ Needs constant reminders to finish at an appropriate time ➤ Visual material (video, poster, etc.) is incomplete and disorganized ➤ Limited understanding of subject
Level 2	<ul style="list-style-type: none"> ➤ Developing ability to build introduction and conclusion ➤ Limited and developing structure ➤ Needs some reminders to finish at an appropriate time ➤ Visual material (video, poster, etc.) has limited information about the topic ➤ Satisfactory understanding of subject
Level 3	<ul style="list-style-type: none"> ➤ Capable to build introduction and conclusion in Complete and solid structure ➤ Needs few reminders to finish at an appropriate time ➤ Visual material (video, poster, etc.) is complete and covers the topic well ➤ Good understanding of subject
Level 4	<ul style="list-style-type: none"> ➤ Thorough ability to build introduction and conclusion ➤ Extended effort to make a strong structure ➤ Needs almost no reminders to finish at an appropriate time ➤ Visual material (video, poster, etc.) has an extended and thorough amount of information about the topic ➤ Excellent understanding of subject

STUDENTS' RESOURCE

Rand International Schools aims to provide student and teachers with resources and equipment, which help to consolidate and extend their knowledge, skills, interests and aptitudes. School provides a sufficient quantity of equipment and resources for students.

Some of student's resources are:

Website & face book, projectors, learning resources room, books, IT room, laboratory, water, resources room supplied with educational CDs, books, projector, puppetry theatre, DVD player ,and television, outside playgrounds, supplied corners, computers, internet access in the resources students and teachers educational materials, lockers for bags, id cards, tissues, soap ,chairs & desks.

SCHOOL SUPPLIES (STUDENTS SHOULD BRING DAILY):

There is few stuff needed to be offered from parents:

- | | |
|------------------|-------------------------------|
| ➤ 2 markers | ➤ Scissors |
| ➤ 2 highlighters | ➤ Pencils +Sharpener+ Eraser. |
| ➤ 1 small board | ➤ Ruler |
| ➤ 2 glues | ➤ 3 English Journal notebooks |

- File
- Play dough
- Magnifier
- Art materials (drawing notebook).

ACADEMIC INTERVENTION SERVICES

Rand International School offers Academic Intervention Services (AIS). A team of school-based educational professionals determine the academic intervention needs of students in the school, develop targeted strategies for assessing students, and determine methods for dealing with academic problems. Schools' educators monitor on an ongoing basis whether these methods are resulting in increased learning and achievement. The intervention program seeks to help below level students reach their grade level in all subjects.

ETHNICITY

Rand International School students are from different ethnic groups, different culture, backgrounds, religion and nationalities.



COVID-19 PREVENTION AND CONTROL IN SCHOOLS

The protection of children and educational facilities is particularly important.

Precautions are necessary to prevent the potential spread of COVID-19 in school settings. Education settings should continue to be welcoming, respectful, inclusive, and supportive environments to all. Measures taken by schools can prevent the entry and spread of COVID-19.

Purpose

This guidance provides considerations for engaging school administrators, teachers and staff, food handlers, parents, and community members, as well as children themselves in promoting safe and healthy schools. The purpose of this document is to provide clear and actionable guidance for safe operations through the prevention.

Recommendations for healthy schools are:

- ✓ Check the temperature of staff and students while attending school.
- ✓ Sick students, teachers and other staff will not come to school. Sick students will have digital learning.
- ✓ if students or staff become unwell. Students/ staff may need to be referred directly to a health facility, depending on the situation/context, or sent home. Share procedures with staff, parents, and students.
- ✓ students and staff will wear masks all the time at school.
- ✓ Each students should use only his/ her personal supplies and stuff. Avoid touching the materials of others and wash hands directly in case you touch any of them .
- ✓ Ensure safe school operations. Consider cancelling any community events/meetings that usually take place on school premises.
- ✓ Schools s enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution and, at a minimum, daily disinfection and cleaning of school surfaces. Provide hand sanitizer at school entrances

- ✓ Set up hand-sanitizer stations in each classroom, so that each time children return to the classroom, they get a squirt. Students should be taught to spread the sanitizer evenly and entirely over both hands and to allow their hands to air-dry. (Note that public health guidance says that washing hands with soap and water is most effective, but hand sanitizers with at least 60 percent alcohol are a sound alternative when soap and water are unavailable.)
- ✓ Post handwashing reminders around the school that reinforce proper handwashing techniques
- ✓ Schools provide water, sanitation and waste management facilities and follow environmental cleaning and decontamination procedures
- ✓ Teachers watching for students wearing mask.
- ✓ Order canteen gathering (one meter distance).
- ✓ Schools should build disease-prevention practices into daily schedules.
 - Add 5 minutes to lunch and recess periods to ensure students have time to wash their hands
 - Make it a classroom habit to regularly clean or wipe surfaces that everyone touches often. Appoint students to a “clean squad,” and make it as special as being appointed line leader or any other classroom perk.

Health Awareness

Education can encourage students to become advocates for disease prevention and control at home, in school, and in their community by talking to others about how to prevent the spread of viruses. School will educate students about Covid 19 and how to protect ourselves from getting sick by

- digital movies and acting
- digital lectures
- at classrooms

1. Health Education in Preschool

- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands frequently, not touching mouth, eyes or nose until washing hands or sanitizing them.
- Have children sit further apart from one another, have them practice stretching their arms out or ‘flap their wings’, they should keep enough space to not touch their friends.
- Sing a song while washing hands to practice the recommended 20 second duration.
- Children can “practice” washing their hands with hand sanitizer.
- Develop a way to track hand washing and reward for frequent/timely hand washing.
- Use puppets or dolls to demonstrate symptoms (sneezing, coughing, fever) and what to do if they feel

2. Health Education in Primary School

- Make sure to listen to children's concerns and answer their questions in an age-appropriate manner; don't overwhelm them with too much information. Encourage them to express and communicate their feelings. Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation.
- Emphasize that children can do a lot to keep themselves and others safe.
- Introduce the concept of social distancing (standing further away from friends, avoiding large crowds, not touching people if you don't need to, etc.)
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
- Help children understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread. For example, by putting colored water in a spray bottle and spraying over a piece of white paper. Observe how far the droplets travel.
- Demonstrate why it is important to wash hands for 20 seconds with soap and water. - Put a small amount of glitter in students' hands and have them wash them with just water, notice how much glitter remains, then have them wash for 20 seconds with soap and water
 - Have students analyze texts to identify high risk behaviors and suggest modifying behaviors.
- Plan for continuity of learning In the case of absenteeism/sick leave or temporary school closures, support continued access to quality education. This can include:
 - Use of online/e-learning strategies
 - Assigning reading and exercises for home study
 - Radio, podcast, or television broadcasts of academic content
 - Assigning teachers to conduct remote daily or weekly follow up with students
 - Review/develop accelerated education strategies , group work at school will be changed to digital work after school

Children stress

Children may respond to stress in different ways. Common responses include having difficulties sleeping, bedwetting, having pain in the stomach or head, afraid to be left alone. Respond to children's reactions in a supportive way and explain to them that they are normal reactions to an abnormal situation. Listen to their concerns and take time to comfort them and give them affection, reassure them they're safe and praise them frequently. If possible, create opportunities for children to play and relax. Keep regular routines and schedules as much as possible, especially before they go to sleep, or help create new ones in a new environment. Provide age-appropriate facts about what has happened, explain what is going on and give them clear examples on what

they can do to help protect themselves and others from infection. Share information about what could happen in a reassuring way.



Hallway Pass

Students are not allowed to be outside their classes without an acceptable reason. Going out of the class to drink water or for going to the bathroom, the student should have a hallway pass. Teacher can send only one Student At A Time. Floor Superintendent Will Be Supervising The Process.

Tutoring

School does not permit teachers to be tutor teacher for the student she teaches in her classes. Parents should cooperate with the school regarding this issue.

Teachers or counselors may recommend to parents, through the Head, that a student receives tutorial assistance outside of school hours. Providing such tutorial assistance is the responsibility of the parents.

Staff Vocational And Training Support Services

The school tries hard to have professional staff and plan training to improve all staff. Here are some training services for the staff:

- School Workshops and seminars have been conducted at the beginning of every school year and in regular basis.
- PLCT meetings(Professional Learning Communities) - teachers of the same subject and grade level teams meet weekly in a scheduled time to discuss students learning outcomes, put goals for better achievements, class management, the importance of building up a good relationship with students and providing them with encouraging environment, discuss each subject strategies and techniques of teaching it.
- Attending global conferences and having a Professional training Development consistently.
- Having IB-recognized professional development.

- School conducts an annual survey for teachers twice a year to measure their recommendations and suggestions.
- Getting involved in Professional development opportunities within the internal conferences held in school.

STUDENTS ACTIVITIES

Field Trips:

- Field trips are organized twice annually for primary section and four times for K.G. section including educational tours.
- Some excursions were planned to emphasize some lessons like neighbor excursions or visit to a bakery and milk factory for lower grades and K.G.



Extracurricular activities:

- The school organizes festivals for Saudi national day, carnivals, healthy food and sport day.
- School morning assembly, which provides students with a lot of general information and reinforces their self-confidence.
- The school organizes some competitions like spelling bee competition, Quran reciting, and science fair.
- The school activates international days like mothers' day, Earth day, Teacher day and others.

COMMUNICATION CHANELS WITH PARENTS

The School provides and sponsors some lectures about children growth and other topics presented by children growth experts and consultants to the parents and community members

- Parents -Teachers conferences are held twice annually to promote communication process between parents and the school.
- News Letters sent by the school administration to convey messages regarding school plan in different areas.
- Teachers` emails are available under request for any explanation or question.
- Calling and meeting teachers during free periods given as a table of school visiting time at the beginning of the year.
- Calendar of all school events are distributed at the beginning of each semester.
- Notice sheets are sent to parents in case of a student`s misconduct, repeating unexcused absence, not doing homework.
- Teachers would ask for meeting in case of consecutive misbehavior or to discuss the student's educational progress.
- School conducts two surveys per year for parents aiming to gather opinions, suggestions and recommendations of parents regarding students and school.



Parent Committee Meetings

RIS is committed to excellence in its learning program and quality of education. To help us achieve this goal, we reach out to have representatives, members of parents committee in our community by asking them to work with us in giving their recommendations and ideas to improve our program, curriculum, facilities and to be part of decision-making. Parents of each class can elect a representative as the member of committee for the classroom to attend the meetings. There will be two meetings each in two semesters. Members will be sent letters with the schedule for the meetings.

In Parent Education Conference

To promote, facilitate, and enhance parent, student, and community involvement in educational programs, Parents Education Conference is scheduled to maintain accurate and effective communication education process with the parents. This conference is to assist parents to get familiar with the educational skills and using teaching methods and strategies to support their children's education at home.



Class Dojo

Each class from Year 1 to Year 6 will be using the 'Class Dojo' system this year to reinforce the behaviors and learning attitudes we are trying to encourage in school. The Dojo app can be downloaded onto smartphones/tablets and can also be accessed online via a PC. Once you have signed up, Class Dojo will inform you as soon as your child receives a Dojo in class. If you have not yet signed up, or experience any problems, please speak to your child's class teacher.

E PORTFOLIO

An academic e Portfolio is a digital collection created by a student of their course-related work, like essays, posters, photographs, videos, and artwork; academic e Portfolios can also capture other aspects of a student's life as it makes the learning visible and foster the student's works on timely basis.

In this project--based learning school, students engage in hands--on work that is meaningful to them. Learning is accomplished through the development of projects encompassing 21st Century Skills, service learning and community involvement while incorporating traditional subjects. Students share their learning experiences and create a portfolio of their work enabling them to share through a variety of mediums within and beyond the classroom.

CANTEEN EXPECTATIONS

Students are expected to:

- Be in the Canteen during recess time only.
- Assemble in a line, sit on the benches, and not block the way of the other students.
- Keep their hands, feet and other objects to themselves.
- Avoid throwing objects.
- Clean up their lunch area after eating.

ACADEMIC EXPECTATION

A student needs to show commitment in terms of:

- Conducting independent study.
- Following the classroom rules.
- Seeking assistance from the teacher, when the need arises.

HOME LEARNING

Each teacher expects students to do a certain amount of homework each day. Homework assignment completion is considered an important part of your grade in each class and should be completed in a quality and timely manner. The amount of study to be carried out at home will vary with each class, but the teachers will work together to minimize, where possible, homework conflicts caused by multiple tests, reports or projects. Through homework parents get involved in the child's education. Each week the student takes a weekly plan (grades 1-6) with class work and homework and is supposed to submit his homework on time.

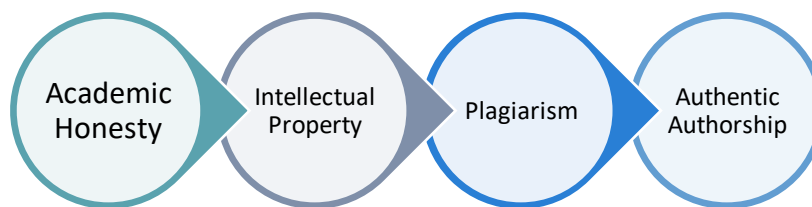
ACADEMIC INTEGRITY IN RAND SCHOOLS

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work. (IBO, 2016)

Such transparency needs to be taught and supported throughout a child's education. In order to fully master the technical aspects of academic integrity, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first.

TERMS RELATED TO THE ACADEMIC INTEGRITY:

Students, Parents and teachers should be clearly aware of the terms and understand the differences between each of them



WHY DO WE NEED ACADEMIC INTEGRITY?

- To maintain fairness
- To maintain trust and credibility.
- To develop respect for others.

Academic integrity is an essential aspect of teaching and learning in IB programs where action is based on inquiry and reflection.

ACADEMIC INTEGRITY REFERS TO:

- Proper conduct in relation to the conduct of examinations
- The full acknowledgement of the original authorship and ownership of creative material
- The production of 'authentic' pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright

Purpose of this document :

The purpose of this document is to assure that a school's procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. And that students are taught good practice in all aspects of their work.

School responsibilities for maintaining fairness and consistency

1. Providing a safe environment.
2. Providing professional development for teachers.
3. Promoting parent awareness.
4. Assisting student learning.

Teacher's responsibilities for maintaining academic integrity

Providing opportunities for students to practice and to learn how to use other people's work in support of their own; Instructors are responsible to establish and communicate to students their expectations of behavior with respect to academic integrity and conduct in the course.

Including the responsibility to teach awareness of misconduct and procedures; the instructor will be responsible to investigate any incident of academic dis-integrity or misconduct, determine the circumstances, and take appropriate action.

Student's responsibilities for maintaining academic integrity

A recognition of expectations and responsibilities with regard to producing authentic work. :

- By references in the body of your work, and/or in a bibliography at the end, each and every piece of material you used in the production of your work.
- All ideas and work of other persons, regardless of their source, must be acknowledged
- CD Rom, email messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals
- The sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual and similar material must be acknowledged
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided - All works of art, film, dance, music, theatre arts or visual arts must have their source/origin acknowledged.
- Always use accordance with the school's regulations
- Material cannot be paraphrased without acknowledging the source

Parents responsibilities for maintaining academic integrity

Parents can help students by showing the importance of academic integrity and following up with their kids work to ensure that.

Methods to provide education and support**-When it is taught?**

While focusing on IB attributes such as being responsible. During ICT classes.

-How it is taught?

Home room teacher who teaches all core subjects will be responsible to teach that and has to be enhanced by other subjects teacher's. Also ICT teachers focus on the integrity of students work and the mention of the references.

-What opportunities for practice do students get ?

Culminating project, group work, oral presentation, creative work

- Professional development for staff awareness

Policy and procedure will be published and posted in staff hand book and parents hand book, website.

Teachers will have professional development on how to teach academic integrity and can further discussed during PLC

Reporting, Recording and Monitoring

-Teachers will report any misconduct to the student's counselor who will refer to academic integrity. Recording and study case must be done.

-School administration will follow the implementation of the academic integrity for assessing and improvement.

Consequences of Academic Misconduct

Disciplinary Procedure for Academic Dis-integrity: It is very important that parents and students understand the expectation for academic integrity. All student's achievement should be the result of his/her efforts. No copying or cheating is acceptable. Rand Schools considers academic dis-integrity as a serious violation of school rules.

A student is considered to be misconducting anytime he/she misrepresents academic performance. This act may be in the form of:

Copying from another student's quiz, test or any other assigned work, including homework, class work, reports and projects.

Allowing another student to copy from a quiz, test or any other assigned work, including homework, class work, reports and projects.

Arranging with other students to receive answers through signals during assignments.

Using or processing cheat sheets, notes or information that could be used as an aid in a quiz or a test.

Copy/paste from books, network articles, journals, magazines ... etc. without referring to the source or putting the reference of the work.

Failing to comply with a rule or procedures to be followed during a quiz or test. This includes classroom rules set by the teacher such as note talking, remaining seated, handing test papers, etc....

Attempting to change a score or a grade. This includes changing or altering grades or answers on returned tests or any other graded work and misrepresenting as a scoring mistake by the teacher.

If misconduct occurs students will have:

Discussion of the incident

Reporting to parents

Applying suitable consequences.

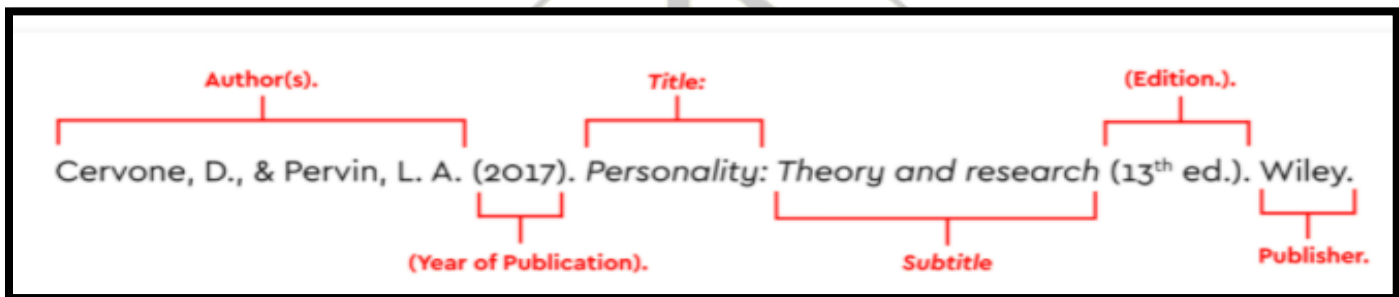
Students have the right to be with a companion during the discussion of the incident. A misconducting student is allowed to have his /her parent, peer, or teacher in their side when they are called for the discussion.

Referencing System followed in Rand Schools Community:

Rand schools community has chosen the APA style for referencing



(Murdoch University library, 2021)



Revision of the Policy:

In order to make sure that the Academic Integrity policy is up-to-date and appropriately followed up, it is revised by the beginning of each academic year. The school academic team and student counselors as well as school leadership team review the policy against the designated rubric provided by the IB in the “Academic honesty in the IB educational context” document.

SCHOOL DISCIPLINE

Disciplinary Procedure for Academic Dishonesty: It is very important that parents and students understand the expectation for academic honesty. All student`s achievement should be the result of his/her efforts. No copying or cheating is acceptable. Rand international school considers cheating or academic dishonesty as a serious violation of school rules.

A student is considered to be cheating anytime he/she misrepresents academic performance. This act may be in the form of:

- Copying from another student`s quiz, test or any other assigned work, including homework, class work, reports and projects.

- Allowing another student to copy from a quiz, test or any other assigned work, including homework, class work, reports and projects.
- Arranging with other students to receive answers through signals during assignments.
- Using or processing cheat sheets, notes or information that could be used as an aid in a quiz or a test.
- Failing to comply with a rule or procedures to be followed during a quiz or test. This includes classroom rules set by the teacher such as not talking, remaining seated.
- Attempting to change a score or a grade. This includes changing or altering grades or answers on returned tests or any other graded work and misrepresenting as a scoring mistake by the teacher.

CHEATING POLICY

First offense:

- Student will receive another test paper and 2 marks will be deducted for Grade 1 student, 5 marks for grade 2 and 3 student's .and 7 marks for grade 4, 5, 6 students from the test grade he or she gets.
- Referral to student counselor or academic supervisor and send parent notification.

Second offense and more:

- Referral to student counselor or academic supervisor, and send parents notification.
- "F" grade or zero credit for the test or assignment.
- Meeting with student parents.

BEHAVIORAL EXPECTATIONS

- Students will demonstrate respect towards all R.I.S members.
- Students are to arrive to class on time and remain seated during the class period.
- Students have to remain in class during the entire class time and must not leave without permission from the teacher and without the hall pass.
- Students will not use offensive or vulgar language.
- Students will not display an aggressive behavior, which may result in student-to-student physical contact.

REWARDING STUDENTS

Students' Rewarding system in Rand International School

Rand School is following the IB program, which is based on the constructivist approach rather than the behaviorist. Thus, the system is not dependent on the external motivation for learning but is much of the three C's; Choice, Content and Collaboration.

Choice: students have the choice and input in their own learning. It is an integral part of the Student agency where children co-construct success criteria and plan their own learning.

Content: School curriculum is inquiry-based, interesting and meets the needs of students. It ignites their curiosity and deals with the student as a whole.

Collaboration: the collaborative approach in the program rather than the competitive approach is predominant in RIS.

The legacy of behaviorism

“IF YOU DO THIS, YOU WILL GET THAT DO THIS, OR DLSE ...”

- All of us start out in life intensely fascinated by the world around us and inclined to explore it without any extrinsic inducement.
- Extrinsic motivators are most dangerous when offered for something we want children to want to do
- it is not part of human to be dependent on rewards; in fact, there is no reason to think that any one is born with an extrinsic orientation.
- The recipient of the reward figures:” if they have to bribe me to do this, it must be something I would not want to do”
- Or the activity is not worthy to do it for its own sake.
- People lose interest by the virtue of feeling controlled.

How effective are rewards?

1. Is the reward distributed fairly enough?(Child would say that he knew the answer but you didn't listen to him or didn't understand what he said)
2. For whom are rewards effective? (Needy enough)
3. At what exactly are they effective? (Physical products, limit creativity, people who work for rewards tend to avoid risk-taking)
4. At what cost are they effective? (The old man) (The grocery store with 1 riyal)
 - ❖ If your objective is to get children obey order, show upon time or do what they are told, bribing or threatening is sensible strategies.
 - ❖ If your objective is to get long term quality of a child behavior (careful thinker, self –directed learner and good values) so, trusted, safe, authentic feedback and 3C's are the key to that

As a teacher at Rand International School

1. use action cycle in the classroom to make students reflect on their action (choose, act, reflect)
2. implement learner agency where learners have the voice, choice and ownership
3. Give authentic feedback on the learning or actions of students and support students on how to improve it after asking students to reflect upon it.
4. Enhance IB learner profile by putting points for students in Class Dojo program

What to avoid at Rand International School

1. giving gifts for good behavior or following rules (do that and you will receive that)
2. giving money
3. Gifts can be given as a gesture of love but not because of fulfilling a task or request.

Complaints And Suggestions Policy

General objective:

The following procedures aim at dealing with the complaints or suggestions in a fair and transparent manner to evolve the school's efficiency.

Complaints and suggestions' team:

Principle: Massomah Al Mohsen

Vice-principle: Fatimah AL Saif

Academic advisor: May Essa

Students' councilors:

Fatimah Al -Naji

Izdehar Al- Meftah

Khadra Al- Mubarak

The suggestions and complaints' recipients:

It assistant is responsible for student's management system *skyward*.

Floor monitors are responsible for the school WhatsApp program.

Also, the Secretary and security supervisors are responsible in case of filling out the complaints and suggestions form in the school.

Ways to file a complaint or make a suggestion to the school:

1. Fill out a complaints & suggestions' form from the school's administrators.
2. write a complaint or make a suggestion via calling one of the administrators who is going to fill the form for you.
3. write complaints or make suggestion via E-mail.
4. write complaints or make suggestion via skyward that the guardian can access with a password.
5. write complaints or make suggestions via school's official WhatsApp number.

The procedures after filing a complaint or making a suggestion:

1. The employee who receives the suggestion or complaint will deliver it to the responsible team.
2. The team will discuss it and how it should be handled.
3. The team will set recommendations and procedures to be done.

- In case of complainant’s discontent, refer to the referral ladder which is at the school and in the parents’ handbook.

THE CHAIN OF COMMAND

As a school system, it is important that all parts of stakeholders function together to make the system run efficiently. We need to be sure that we communicate with all parts of the system. When needed, parents can contact the school with any of the issues related to their children at school. However, whenever a complaint is made directly to the school as a whole or to a school member as an individual, it will be referred to the administration for study and possible solution.

The school advises parents that the proper channeling of and most effective way to resolve any issue involving instruction, discipline, transportation, or learning materials as follows:

Parents’ Question/Concern	1st Contact		2nd Contact		3rd Contact		4th Contact
Academics (instructions, grading, testing, assignments, report cards, homework, class work) Classroom Procedures	TEACHER	<i>IF ISSUE NOT RESOLVED</i>	ACADEMIC SUPERVISOR	<i>IF ISSUE NOT RESOLVED</i>	PRINCIPAL	<i>IF ISSUE NOT RESOLVED</i>	GENERAL DIRECTOR
Attendance (absent or tardy)	TEACHER		SCHOOL SECRETARIES		PRINCIPAL		GENERAL DIRECTOR
Student Behavior/Discipline	TEACHER		SCHOOL COUNSELOR		PRINCIPAL		GENERAL DIRECTOR
Health Issues	TEACHER / SCHOOL NURSE		SCHOOL COUNSELOR		PRINCIPAL		GENERAL DIRECTOR

Registration	REGIST RAR	PRINCIP AL	GENER AL DIREC TOR
Special Education	SPECIA L ED. TEACH ER / HOMER OOM TEACH ER	PRINCIP AL	GENER AL DIREC TOR
Transportation	BUS DRIVER S	TRANSP ATION SUPERVI SOR	PRINCI PAL GENER AL DIRECT OR

Disciplinary Procedure For Misbehaviors

One of the most important aspects of education is discipline, which should eventually be internalized. Discipline is so essential in the school to develop self-control, orderliness, efficiency and character. The basic of all discipline is the principle of respect - respect for one's self, for others and for all students.

Any student is considered to be misbehaving if he/she commits one of these offenses:

Offense level	Offense kind	Procedures/ Consequences	Note
1st level	<ol style="list-style-type: none"> Not respecting school's dress code Not prepared to class (books, learning tools-pencils, pens). Not attending the morning assembly. Leaving and entering the class without permission. Cheating on homework or during exams. Defacing his/her books. Not doing the homework Sleeping in the class. 	<p>1st procedures: Verbal notice from the teacher present during the event for the first time.</p> <p>2nd procedures: Verbal notice from the teacher present during the event for the second time.</p> <p>3rd procedures: giving detention from the teacher present during the event</p> <p>4th procedures: Notified from the school principal and transferring her/him to the student counselor to study the student case and find solutions.</p> <p>5th procedures: Writing a behavioral contract.</p>	1 mark deducted for each offense

	9. Using mobile while at school premises.	6 th procedures: parent conference and signing a commitment form.	
2nd level	<p>1 Scribbling on the walls, chairs and desks.</p> <p>2-leaving school grounds without school permission.</p> <p>3-Missusing the computers.</p> <p>4-Using prohibited media material</p> <p>5- using inappropriate language to insult his/her colleagues</p> <p>6- falsifying parent`s signature.</p>	<p>1st procedures: Parents contact.</p> <p>2nd procedures: Repairing or replacing any damaged property</p> <p>3rd procedures: Apologizing to relevant fellow and/or student</p> <p>4th procedures: behavioral contract and referral to the Counselor to study the case.</p>	3 marks deducted for each offense
3rd level	<p>1-Not praying.</p> <p>2 Showing unsuitable media.</p> <p>3- Bringing dangerous material on to the school</p> <p>5- Any behavioral abuse.</p> <p>6-Damaging other`s things.</p> <p>7-Missusing schools facilities.</p> <p>8-Physical aggression with her/his colleagues</p> <p>9 Stealing.</p>	<p>1st procedures: Parents contact.</p> <p>2nd procedures: Repairing or replacing any damaged property</p> <p>3rd procedures: Apologizing to relevant fellow and/or student</p> <p>4th procedures: detention from 1-5 days according to what student counselor decides or writing behavioral contract and transferring her to the student counselor to study the case.</p>	10 marks deducted for each offense
4th level	<p>1 Exposing /distributing banned media materials.</p> <p>2 Threatening the school staff.</p> <p>3 Damaging other is things.</p> <p>4- Attacking her/his colleagues and harming her/him.</p> <p>5- Saying bad words for the administration or teachers.</p>	<p>1st procedures: Parents contact</p> <p>2nd procedures: Repairing or replacing any damaged property</p> <p>3rd procedures: behavioral contract and referral to the counselor to study his/her case.</p>	25 marks deducted for each offense
5th level	<p>1-Cursing and insulting teachers, administrators or staff</p> <p>2- Falsifying any official documents.</p>	1 st procedures: Recommendation for withdrawal or pre-expulsion hearing after the	Expulsion

3 belittling a religious tradition.
4-Irregular or uncommon behaviors.

approval of General Director of Education in
the Eastern Province.

Disciplinary Procedure For Misbehaviors

Class Attendance

Students are expected to be present in their class each day. It has been proved that students who attend school regularly achieve higher academic levels.

- Students coming after 7:00 will be marked tardy.
- In case of consecutive absence/tardiness, the secretaries will contact home to ascertain the reason.
- In case of three unexcused absence / tardiness, the school will deduct from the performance marks.
- All work missed through absences (for whatever reason) must be done by the student. It is the responsibility of the student to make up any missed homework and class work.

Absence From School

If a student is unable to attend school, a parent or designated guardian should telephone or text message the school secretary prior to 7:00 am to report the absence for that day.

After An Absence

If a student has been, absent for all or any part of a day, he/she is required to report to the school secretary to obtain an Excused. If no report was sent to the school secretary to justify the absence, the student's absence will be recorded as unexcused absence.

Long-Term Absences

- If a student is going to be absent from school for an extended period of time, he/she must submit a letter from their parents to the Principal, at least two weeks before leaving.
- If the student receives approval for a long-term absence, he/she will be responsible for talking to the teachers and getting all assignments and other make-up work prior to the absence. Upon returning to school, after a long-term absence, the student may be asked to take a single test related to the assigned material. The test grade may be used to cover the missing work.

Early Dismissal Policy:

If a student needs to be dismissed from school before the end of the school day, s/he must:

- Have a written request from his/her parent/guardian stating the reason for the early dismissal.
- Parent/guardian must sign their child out in the office.

Submit Proper Document As Stated Below:

The following are the ONLY reasons for an excused early dismissal from school:

- Doctor/Dentist appointment – you must provide a doctor's appointment.
- Going out of town – must be approved in advance
- Court/court related matter – must provide a related court document.
- Emergency circumstances– must provide a parent note Failure to provide the required note may result in an unexcused dismissal.

Unexcused Early Dismissals:

The following are some, but not all, reasons for unexcused early dismissals: avoiding traffic, shopping, hair appointments, and unapproved vacations. Unexcused early dismissals are considered partial day absences.

School Guests.

Students from schools other than R.I.S will not be allowed to visit during school hours without prior approval from the Principal or the academic supervisor.

Visiting School.

Parent visitors are welcome to visit the school during visiting hours for teachers and administrators unless having an urgent issue to discuss. All visiting guests will be required to wear a visitor's pass and are expected to be with one of the faculty members.

The School Year And School Day Schedule.

- The school follows the Ministry of Education calendar. The school year normally consists of 180 instructions divided into two semesters. This is equivalent to approximately to 180 days or 960 hours of direct instructional time annually with 4 vacations.
- Grade section school day starts at 7:00 with morning assembly. Classes begin at 7:00 to 1:00 with total 9 periods a day including breakfast period and total 45 periods a week.

List of Courses Offered.

Grade 1-6

English skills	Arabic
Mathematics	Information and communication Technology
Social Studies	Art
Science	Library
Islamic Studies	Personal, Social, Physical Education
Drama	Engineering and coding

Performance Assessment.

Student assessments policy and procedure

Rand International School uses multiple assessments administered over time to measure student's performance. Our purpose of assessing young children is to collect information necessary to make important decisions about their developmental and educational needs. Our assessment is an ongoing process that always enhances opportunities for optimal growth, development and learning. The process of determining individual developmental and educational needs tailors early childhood education practices and provides a template for setting individual and program goals.

الهدف Objective

To promote child's learning by continuous observations, providing feedbacks and to monitor the progress of the child.
تعزيز التعلم لدى الطفل والملاحظة المستمرة لتوفير التغذية الراجعة ومراقبة تطور الطفل

Summative Assessment Term 1,2 ,4 and 5	Test 5 % + Performance Task 3 %
Summative Assessment Term 3 and 6	Test 10 % + Performance Task 3 %
Formative Assessment	Observations, Process focused assessments, Selected responses ,Open-ended tasks 7%

التقييم Assessments

- Curriculum embedded assessments. التقييم ضمن المنهج.
- PYP - Unit Assessment. تقييم وحدات برنامج السنوات الابتدائية.

أنواع التقييم Types of Assessments

- Diagnostic Test التقييم التشخيصي
- Benchmark assessments. التقييم ضمن النقاط المرجعية.
- Formative assessments. التقييم التكويني.
- Summative assessments. التقييم التجميعي.

طرق التقييم Assessment Strategies

- Observation الملاحظة
- Performance Assessments تقييمات الأداء
- Process - Focused assessments تقييم مستمر
- Selected Responses الإجابات المختارة
- Open - ended tasks المهام ذات النهايات المفتوحة
- Portfolios الملفات لطلابية

أدوات التقييم Assessment Tools

- Rubrics سلم التقييم
- Anecdotal notes سجلات ملاحظة الطلاب
- Continuums سلاسل متصلة
- Checklists لوائح تدقيق
- Exemplars نماذج

التقارير Reporting

- Conferences الاجتماعات
 - Teacher-student conferences اجتماع الطلاب
 - Teacher-parent(s) conferences اجتماع المعلمات
 - Student-led conferences اجتماع الاهالي بقيادة الطلاب
- The written report التقارير المكتوبة
- Skyward ورد سكي

Scoring Criteria	Grade Mark Legend	
less than 60	BEGINNING (Below Grade Level Expectations)	BE
60 and less than 80	DEVELOPING (Approaches Grade Level Expectations)	DE
80 and less than 90	ON LEVEL (Meets Grade Level Expectations)	OL
90 - 100	MASTER (Exceeds Grade Level Expectations)	MA

Language Policy

Rand International Schools strongly believes that language is an essential key in pursuing life-long learning; by which learners will be able to interact within an inter-cultural environment, promoting freedom of expression and maintaining open mindedness. It is through language that the learners can develop and eventually be embedded within the manifestation of the attributes of the Learner Profile; for being inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk-takers, balanced, and reflective.

RIS aims to develop oral communication (listening and speaking), written communication (reading and writing) and visual communication (viewing and presenting) skills in its students across all strands of the subject area as an inclusive tool to be used in expressing global mindedness, supporting our conviction that language will help create a better and more peaceful world through inter-cultural understanding and mutual respect.

Since English and Arabic are the mediums of instruction for teaching and learning within Rand International Schools' whole curriculum throughout the subject areas. In this perspective, every teacher is a language teacher.

Language policy

Rand International School is committed to supporting multilingualism as essential to increase intercultural understanding and international-mindedness.

Language Policy Committee

Committee members of language policy are PYP coordinator, lead teachers, languages teachers, first subject teachers, librarian, administrators, student committee and some members of parents committee. .

1. Working languages: The languages in which the organization communicates with its stakeholders and in which it is committed to providing all services needed for the implementation of the programmes. The working languages at Rand international schools are English and Arabic. The following is provided in both languages
 - Public web site
 - All advertising material
 - Official communication and documentation.

2. Access languages: Languages that school has identified as being of strategic importance to meet its access goals and objectives to develop a more inclusive and diverse in the community. The school provides services (training, mentoring, guiding, assessing) and all documentation in English and Arabic languages, to support teachers
3. Internal working language: English and Arabic are the school's internal working language, in which most operational and developmental activities take place. It is also the language of its governance, management and academic committees.

Language of instruction:

English language is the language of instruction and is used in different context to broaden our students' perspective of diversity, multilingualism, intercultural understanding and global engagement. School delivers its programme and courses to its student population in both English and Arabic languages. Majority of instructional language of the delivery is by English languages and minority is by Arabic language.

Language Practices in the Programme of Inquiry:

Language learning takes place in authentic contexts, both within and outside of the Programme of Inquiry. The classrooms are language rich environments, with a lot of print and a wide variety of library resources available. The curriculum provided builds on students' prior knowledge and understanding as we use developmental continuums to plan for teaching and learning in language. We provide differentiated learning engagements in the four strands of language; all teachers review the language scope and sequence to ensure that it is as relevant and comprehensive as possible. Teachers then plan collaboratively, during grade level meetings, grade meetings, meetings with the PYP coordinator and with learning support staff.

The following strands are the aspects of language learning:

- Learning Language: Language teachers focus on developing and interrelating oral communication through enhancing listening and speaking skills, written communication through reading and writing skills and visual communication through visual and presentation skills.

Students will show understanding through their active participation in classroom engagements in different ways, they will be able to interact during class discussions, argue about issues, debates, compare ideas and make connections. Students will write reflections while selecting their work for the portfolio, they will show the ability to use the language in speaking and writing with ease. The library's increasing resources and E-library will support students in research and learning language in their mother tongue language as well as in English.

Learning about Language:

At R.I.S. students are supported to be proficient through the curriculum planning and settings in both languages of instruction (Arabic and English) as well as students are provided with a variety of resources to encourage to continue to practice their mother tongue language. students will be assessed based on students' responses about the concepts and subjects they are learning.

Students will give oral presentations, raise questions, write and speak about different topics of inquiry. They will be able to use the reading and writing skills they learn gradually with increased improvement.

- Learning through Language: Students' lives and experiences drive their learning through language. When students learn about the world in every content area (such as Science, Social Studies, Math, Literature, etc.), they will learn through language. Students will be able to read, discuss, analyze, and make connections to their text of learning. They will employ their thinking and research skills in their investigations where language is the main tool of communication and expression. They will apply the strategies they learned in using language to new contexts. They will initiate action after investigation and inquiry to display their understanding of the issue at hand.

- Oral Language Students are provided ample opportunities to develop and utilize oral language across the curriculum. Planned experiences in speaking and listening in an inquiry based approach allow for rich discussion and a collaborative approach to learning. Beyond their daily conversations, students develop skills through oral presentations, debates, speeches, poetry recitations, songs, and dramatic readings. Students are

encouraged to ask questions, negotiate, socialize, inquire and experiment in a range of settings that allow their ideas, opinions and thinking to be heard.

- **Written Language** There is a focus on language acquisition through developing lifelong reading habits and meeting the individual needs of each student. Teachers plan and deliver learning experiences using a range of reading procedures and strategies from the Guided reading programmes -using hard copy and online resources- for both languages. Students are encouraged to incorporate reading in their forms of communication by reading aloud, reading in groups, and reading expressively. Diagnostic reading assessments, reading records (Primary) and Reading continuums (kindergarten) are done a minimum of three times a year. Students are encouraged to develop their language skills through writing in all subject areas. Writing skills are fostered by giving students real purpose for expressing themselves through writing. They are exposed to varied, challenging, and meaningful writing opportunities corresponding to the requirements of the subject area. In the kindergarten, students are exposed to various opportunities to develop their pre-writing skills. From Gr. 1 -5 we use the six +traits to structure the process of writing and develop better skills in organization, word choice, sentence fluency, ideas, voice, conventions.
- **Visual Language:** Environmental print and visual language play a vital role in enriching the learning environment, developing learners' ability to critically analyze images and apply his/her understanding to infer. The use of graphic organizers, picture books, art work, posters, magazines, and video clips are integral in all Units of Inquiry. The ability to view and present using a multi modal approach is explicitly taught and students are given choice in presenting their ideas and knowledge.

Practices that Promote the Mother Tongue (home) Language in the PYP

In the PYP, we consistently encourage students to learn in their mother tongue.

- We have language enrichment programme that offers support for students who are new to the language(s) of instruction, as well as additional mother-tongue support.
- We Involve teachers with proficiency in different languages to support the students when possible.
- Mothers are called to support child's mother tongue language.
- Parents are comfortable using mother-tongue languages in school.
- Students can choose to interact with others in mother-tongue languages.
- Assessment and feedback take into account the language abilities and needs of students and families.
- Homework is seen as an opportunity for multilingual development.
- We allow students an opportunity to teach other classmates simple greetings and frequently used expressions.
- Mother tongue language lessons are offered as extra-curricular activities during the school hours.
- Extra support is offered during after school hours with an average of half an hour to one hour of literacy with the mother tongue.
- During lessons, students are encouraged to bring in their own language experiences and cultural observations to share with all students. This practice supports the students' mother tongue while helping to promote intercultural awareness among our students.
- Celebrations and special events include all the languages and cultures of the school.

Parental involvement for language learning

Parents are an integral part of our community of learners and can provide necessary support for language learning. Parents volunteer in the classrooms to share stories or support a unit of inquiry by sharing their expertise when matching. They also support extracurricular activities. Parents are primarily essential in supporting mother tongue development, not only through extracurricular activities, but also at home. Since parents are our very own mother tongue experts at home, they can provide help and we rely on their support to ensure that their children continue to develop their mother tongue skills to the age appropriate levels. Teachers provide parents with the current topic of study, learner outcomes and learning engagements plan and resources used so parents can discuss these outcomes in the mother tongue at home.

Identifying the language needs of each student:

At the start of the academic school year, diagnostic assessment & student interest survey is carried out to determine the language proficiency of the language of instruction (English/ Arabic). Recommendations are then made by teachers for intervention (English and Arabic enhancement program)

Differentiation in Language learning:

Differentiation should occur across language strands. A teacher may decide to differentiate by creating groups of similar abilities for some activities, such as reading. In written work, students can be supported by the use of writing frames which provide varying degrees of support. Some ways of differentiating language learning are through students' interest, through outcome, through task or through mode of expression.

Parental involvement with language development:

Parents are encouraged to listen daily to their child reading and to record this in their child's reading record log book and parent's reflection if they noticed their child is taking action or demonstrating transition of act in conduct as a result of his or her participation in an IB unit of inquiry. Parents' conferences, by giving parents different strategies for promoting their child's language learning in 'Fun' ways.

Identifying resources:

The scope and sequence Language documents and the programme of inquiry are reviewed regularly and appropriate resources are selected from a variety of local and international suppliers. This is done once a year. Class teachers may make suggestions throughout the year, but the bulk of the ordering is done once a year.

Librarian role in language development

The librarian supports the development of multilingualism through access languages or languages of instruction for all students, especially as this may be a challenging aspect to resources across the programmes

- **R.I.S.** Library offers a wide range of print and non-print resources for the purpose of fostering love for reading. The library is seen as a hub for exploring languages. Books with different languages are available in the library for learners to explore the Home /Mother tongue language and multilingual books. Newspapers and magazines in different languages are also available. Some other resources are available in many languages, such

as: songs, music, poetry, rhymes; dual language books and visuals in (Arabic, English, Spanish); technology commonly used to support access to different languages.

Students are given the opportunity to borrow resources at any time from a variety of genres and language available, including but not limited to fiction and non-fiction; poetry, plays, short stories, and newspapers/magazines. In addition to reading material that is offered to support the development of languages. Librarians see their collections as providing a range of texts and information to support learners of very different abilities, thus contributing to extending the language development of individual students and generally devote time and energy to means of promoting imaginative literature in their schools.

Assessing Language:

Teachers are expected to use the range of tools and strategies as outlined in the PYP Assessment Handbook and in the school general “Assessment Policy”. Assessment of language is multifaceted and involves learning language, learning about language and learning through language.

Assessment Policy.

Rand International School uses multiple assessments administered over time to measure students’ performance. Our purpose of assessing young children is to collect information necessary to make important decisions about their developmental and educational needs. Our assessment is an ongoing process that always enhances opportunities for optimal growth, development and learning. The process of determining individual developmental and educational needs tailors early childhood education practices and provides a template for setting individual and program goals

Our School Assessment system is:

- Grounded in research;
- Based on studies of reliability and validity;
- Aligned with the Common Core State Standards (CCSS) for English Language Arts, and Math and Next Generation Science Standards Performance Expectation and Disciplinary Core Ideas (NGSS).
- Easy to manage

School assessment is administered over time. We have formative and summative assessments that obviously show the academic progress of the students throughout the year.

Continuous assessment provides insights into students’ understanding, knowledge, skills and attitudes. It is also a means of exploring the learning styles and individual differences of the students in order to differentiate instruction.

The formative and the summative assessment ensures student progress in each of the 5 PYP essential elements in all subject areas.

- Understanding of concepts (essential understanding)
- Acquisition of knowledge (factual)

- Mastering of skills (proficiencies, abilities, dexterities, transferable)
- Development of positive attitudes
- Decision to take responsible action.

Make Up Tests Policy

Tests will never be retaken or repeated to a student, unless the student is very sick or is going through a hard/traumatic experience and evidently, he/she could not do his best effort on the test. For a test to be repeated or retaken authorization should be given, we are following the procedures:

- If the absence is unexcused, the teacher will not make up the test and student will receive zero grade.
- If the absence is excused, a sick leave should be submitted to the floor monitor no later than three workdays or it would be rejected.
- After submitting the sick leave or the report, the test will be retaken by the end of the semester in a day assigned by administration. If for any reason, the student missed the test, a zero grade will be recorded.

Development of the Assessment system

Both formative and summative assessments are sought into practice to achieve a more realistic picture of students' performance. While summative assessment is still considered an important indicator of understanding and ability, formative assessment serves as a means to evaluate the strengths and weaknesses of students. As a result helps in improving the overall performance. We follow the system of increased formative assessment, which includes the marks of class work, homework, project work, and the general performance in co-curricular activities. The grades shall be awarded to indicate the subject wise performance. We believe in creating a systematic record of assessing the overall performance including the behavioral aspects of the learner, which would lend the complete picture of the achievement. However, we will continue to hold on to the beneficial aspects of a competitive world.

Grade Promotion Requirements

The student who obtains 60% and above in all the subjects will be promoted to the next grade.

Failing Policy

- Any student will fail a subject with a grade lower than 59 points, in the total and final average.
- If a student fails one to three subjects, he/she will have to take a remediation test that will include all the lessons studied during the two semesters, through the books, workbooks and worksheets. No revision/review will be provided.
- If a student fails the four main subjects that include Science, English, Math and Arabic, the student will not be promoted to the next year.
- If a student fails five subjects, regardless of what those subjects are, the student will not be promoted to the next year.
- The student needs to pass the test with a grade of 60 or above, to be promoted to the next year. If the student does not pass this test, he/she will not be promoted to the next year.

Policies For Granting Academic Credit And Issuing Certificates

Academic Credit:

A student who obtains 60% and above in all the subjects will be rewarded an academic credit for completing the course. The school give the original certificate to the students yearly.

Student Certificates:

Students are issued report cards based on performance twice a year i.e. after each semester. The parents are informed regularly about the progress of the learner during the Parents- teacher's conferences and by skyward program.

Measurement of school educational progress

The overall performance measured by the scores of students' academic progress done at the end of each year that shows the improvement of students level is the school's primary indicator of school effectiveness.

Improvement plan Review

School committee consisting of parents committee, coordinators of each subject, supervisor and principal should agree on the effectiveness of the books or suggest any necessary change.

In addition, they work on the school improvement plan focusing on what teachers are doing to help students achieve, utilizing academic assessment results to develop student's achievement goals and address student academic needs. The school improvement plan is posted on the school website.

Admission Procedures

Rand School seek to offer equal opportunities for admission to all kids with following criteria:

School admission criteria:

Oral information is extended to the parents concerned and an admission forms is issued prior to the admission formalities.

1. Admission for Kindergarten and school are consistent with the rules and regulation of the Ministry of Education.
2. Child must meet minimum requirement of English language

Since English and Arabic are the mediums of instruction for teaching and learning within Rand International Schools' whole curriculum throughout the subject areas. Majority of instructional language of the delivery is by English languages and minority is by Arabic language.

3. All ethnicity are accepted
4. entrance exam performance

An entrance interacting examination is conducted before accepting the students a part of the prerequisite.

An entrance oral and written examination in English is conducted before accepting the student, especially for K.G.II Advance.

Admissions are granted based on performance in the entrance exam and interview. The entrance exam will be based on the syllabus of the preceding class to which admission is sought. The teachers assess applicant tests and the parents are informed about the results. If a candidate secures 50% or more, then he/she is suitable for admission. If the candidate fails to secure 50%, student can't be admitted in the school.

5. Students with Special Needs

School will not admit students with serious general learning difficulties or physical disabilities since they likely not to benefit from Education offered by the school. But will accept those with mild to moderate differences.

6. Priority for admission is given to kids Who

- ❖ Rand international kindergarten students
- ❖ Who have a brother or sister at the school already?

THE FOLLOWING DOCUMENTS ARE REQUIRED TO COMPLETE THE ADMISSION:

- School registration form.
- 3 photographs of the student.
- Copy of Birth Certificates.
- Copy of Father's Iqama or Student's Iqama or ID card
- Copy of student Passport.
- One Copy of Vaccination Certificate.
- Last School's Report Card.
- Letter from parent's sponsor (non Saudi)

School Policies

School's Policy for withdrawing students from the school

RE-ENROLLMENT AND WITHDRAWALS

Parents are requested to inform the school during the reenrollment (Mid of Feb) process for the next year of their intension to withdraw their son or daughter. An annual "Re enrollment Form" will be sent to the parents in March of each academic year in order to fill in whether or not they will register their child for the coming year.

Parents have to fill the "Withdrawal Form" taken from the Registration office and then return it to the concerned Registrar's Office at least one month prior to the date of withdrawal. The concerned Registrar's

Office of school will notify the Sections Heads and Finance Office regarding the exiting students and the departure date to check whether the student has any pending financial issues.

Exit/ transfer documents will not be released until the student has completed has completed the checkout process and has returned all belongings to the school. All tuition fees, plus any other fees, will have to be paid in full before exit documents are issued to the parents.

If a student is withdrawn during the term, the full term's fee must be paid.

NOTICE OF WITHDRAWAL

In order to enable the school to plan for its financial responsibilities and for its staffing and class configurations, parents and /or guardians of all students, other than those, are required to give at least one full months' notice of withdrawal of a student from the school or pay the tuition fees in full.

The School's administrative is responsible for releasing student's records and transcripts only to those parents and guardians who are in good financial standing with the School.

Before a student's file can be released, the following needs to be adhered to:

- Clearance from the financial department that all fees have been paid.
- Reasons for leaving needs to be indicated by the parents on a form issued by the secretary.
- Only once the form has been approved and signed by the principal, the secretary may issue a school-leaving certificate and the student's file released to the parent.
- The student is then withdrawn from the school.

EARLY WITHDRAWAL FROM SCHOOL (UPPER PRIMARY)

When it becomes necessary for a student to leave school prior to the end of the year exams, arrangements will be made according to the ministry regulation, which requires that a student will not be issued a report card.

The school does not arrange for earlier final examinations unless getting permission from Ministry of Education.

MOBILE PHONES

Student mobile phones may not be used, seen or heard on campus or at school related off-campus events at any time between 7:00am and 1:20pm. If a mobile phone is observed or heard by a faculty member, the following consequences will apply:

- On the first offence, the phone will be kept in the reception office. The student can pick the phone up from the office at the end of the day.
- On the second offence, the phone including SIM card, will be held by the office for a period of one week before being returned to the students` parents.
- A third offence will result in further consequences as determined by the school administration.

CYBER SAFETY POLICY

RIS has an obligation to maintain a safe physical and emotional environment, and a responsibility to consult with the community. In addition, RIS Board of Trustees has a responsibility to be a good employer.

These responsibilities are increasingly being linked to the use of the Internet and Information Communication Technologies (ICT), and a number of related cyber safety issues. The Internet and ICT devices/equipment bring great benefits to the teaching and learning programs, and to the effective operation of the school.

The Board of RIS places a high priority on providing the school with Internet facilities and ICT devices / equipment, which will benefit student learning outcomes, and the effective operation of the school.

However, the Board recognizes that the presence in the learning environment of these technologies (Some provided partly or wholly by the school and some privately owned by staff, students and other members of the school community), may also facilitate anti-social, inappropriate material and. The school has the dual responsibility to maximize the benefits of these technologies, while at the same time to minimize and manage the risks.

These cyber safety practices will aim to:

- Maintain a cyber-safe school environment.
- Address the need of students and other members of the school community.
- Receive education about the safe and responsible use of present and developing information and communication technologies.
- Raising students' conscious about cyber safety during the community building classes, school clubs and other activities.
- Use of the Internet and the ICT devices/equipment by staff, students and other approved users is to be limited to educational, professional development, and personal usage appropriate in the school environment.
- The safety of children is of paramount concern. Any apparent breach of cyber safety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the school's cyber safety practices.

STUDENT TRANSPORTATION POLICY

The schools plays an important role as being a family assistance in transforming the students from home to school and vice versa.

The bus drivers are not under the sponsorship of the school but rather under the control of the bus transportation company. School coordinate with buses to ensure safe trip to students.

The parent will send the map to the buses coordinator. Once registration and fees are paid

Registration is open at any time but the condition for acceptance is the availability of seat at any of the busses.

The School makes every effort to ensure students safety while being transported on a school bus. The school reserves the right to suspend or revoke at any time a student who fails to abide the stated rules of conduct.

School Transportation Discipline Regulation:

In an attempt to maintain discipline and safety inside the school bus, parents have to discuss with his/ her child the bus' rules before the beginning of the school year, listed in the parent's bus contact and school bus services that are issued on the parent's portal students are expected to behave in a proper manner and respect all the road safety rules once they leave their homes till they arrive to school and back again.

- Each parent's is obligate to provide to the school administration and the driver with mobile number and updates the numbers with the school administration and the driver.
- The driver will call this number five minutes before the arrival and will wait at the house for two minutes. In case of any delay in the morning the driver will leave the child, parents are responsible to take him / her to school, and they have to inform the driver so he can pick him/her back home at the school day end.
- The driver will return the child back to school in case non receive the child when arriving home and the parents has to come to school to pick up the child.
- The guardian has to pay the transportation fees at the beginning of each semester without any delay. In case of late payment, the service will stop immediately after two weeks.
- In the event of any complaint whatever from the driver or assistant, the parents should contact the school administration.
- The parents has to notify the school administration and the driver in case a student is absent or in any case, the parent wants to drop off or pick up the student personally from school.
- The assistant is not responsible for delivering students to and from the house's door, but will deliver him/ her at the entrance only and the parent has to receive the student directly from the bus.
- In case of repetitive complaints about the behavior of a student, the school administration will apologize for not being able to provide the delivery service to the student.
- The parent is obliged to the itinerary of the bus that is submitted by the school administration.

Students who fail to follow the above rules will be subject to transportation disciplinary procedures.

TRANSPORTATION DISCIPLINARY POLICY

When, from the drivers or the assistant's point of view and after investigations by transportation coordinator, a serious violation occurs, or when the driver's efforts to deal with less severe violations are

unsuccessful, a school bus incident report will be issued. This is to maintain good order and a safe environment for student riding the buses as well as to notify the parents of the misconduct of their children.

The following are the standard actions that will generally be applied constantly in response to documented incidents.

- **First Violation:** Verbal warning and the parents will be contacted.
- **Second Violation:** writing warning.
- **Third Violation:** Suspension of bus privileges for five school days.
- **Fourth Violation:** Suspension of bus privileges for ten school days.
- **Fifth Violation:** Termination of the student's right to use the school bus for the rest of year and no fees will be refunded.

If a student is expelled from the school bus, the student will no longer be allowed to use this service for the rest of the year or the coming school year.

Students are expected to:

- Listen to the bus driver and follow directions as his instructions are for their safety.
- Remain seated at all times and face the front of the bus. Keep seat belts buckled. Never put head, arms, or hands out of the window.
- Avoid fighting, bullying, or harassment of any kind. Refrain from the use of foul language and/or gestures.
- Keep the bus clean and refrain from vandalism

LEARNING DIFFERENCES

Rand International School is committed to meet the needs of every student it accepts. At present, the School has limited unique resources for dealing with a student with differences that result in their academic performance being significantly higher than average in one or more academic areas. The School has limited facilities for dealing with a student with differences that result in their academic performance being significantly lower than average in one or more academic areas.

The following regulates the admission and retention of students with learning differences:

Rand International School will not admit students with serious learning differences, but will accept those with mild to moderate differences.

Early diagnosis and referral are essential through special service programs.

For students admitted to the school who later exhibit serious learning differences, the emphasis will be on early diagnosis and appropriate in school and out-of-school help.

If it is felt, taking everything into consideration, that a student is not able to benefit from the programs offered at Rand International, the counseling out must be done sympathetically and personally on a timely basis.

No family will be charged a surcharge for their child's participation in a special service Program.

The default should be towards keeping a student at the School, but not at the cost of her/his education or the education of others.

All teachers are expected to view themselves as "special needs" teachers in various ways, to educate themselves accordingly and to act in the interest of each student including low and high achievers.

The Academic Board is responsible for setting specific procedures to cover the admission of a student with learning differences. He/she is also responsible for setting procedures to govern any case in which a student already enrolled at the school is diagnosed with a learning difference.

Parents /guardians of a student with learning differences, or who are suspected of having learning differences, are expected to cooperate fully with the School's authorities.

Failure to do so may result in the School's refusing admission to, or requiring the withdrawal of a student from school.

Learning Differences Procedure

The intension of the following procedure is to provide a framework within which students with learning differences may be identified early and appropriate action taken in order to ensure that they receive the assistance they need to enjoy success and achieve their full potential. A whole-school approach is needed in every case and this means that specialists, teachers and parents/ guardians must work together in order to ensure the success of each individual student.

The administration is under an ethical obligation to admit any child that it deems likely to benefit from the education offered by the School. Similarly, it is under an ethical obligation not to admit any child that it deems likely not to benefit from the education offered by the School.

Any application for the admission of a child with a specific learning difference will be considered carefully by the administration. Parent/guardians who make such an application are expected to let the School have all the relevant documentation. The Principal responsible for ensuring that a profile is completed internally

for any child who, on admission, has previously received special services. After full consideration of all the documentation, and a personal interview with the child and her/his parents/guardians, the Principal will make a final decision, which shall be communicated, forthwith to the parents/ guardians.

It must be clearly understood that the school does not commit itself, upon entry, to keep any child at the school indefinitely. In some cases, the school may only be willing to commit itself to keeping a child for a year. Whenever a conditional offer of acceptance is made, it is important that the conditions attaching to such offers be clearly set out, in writing, by the Principal.

If a child already in the school is diagnosed as having a specific learning difference, or is unable to cope with the regular schoolwork, the teacher(s) of the child must report the matter to the Academic Board, teacher and Principal. The Academic Board together with the teacher will consider the situation and decide on a course of action. The school will inform with child's parents/ guardians and get them involved at an early stage. The course of action determined may or may not involve the student's receiving services from the School's resources teacher

When the Principal believes that a professional assessment by an outside agency is necessary, either to determine eligibility for admission or because of professional concerns regarding a student already in the school, the parents/guardians of the child concerned are obligated to arrange for such an assessment to take place at an early date and to let the school have a copy of the report. They are also obligated to follow through on any of the recommendations made in the assessment that the school considered important.

Failure to comply with either of these requirements may lead to the school either refusing admission or requiring the parents/guardians to withdraw the child from the school.

It is important that referrals and requests for outside assessment be made as early as possible in a child's school career. This ensures maximum effectiveness in dealing with any possible learning difference.

When a child is professionally assessed, the school will do all it can to ensure that student concerned has a successful school career at Rand International. However, this means that any recommendations stemming from the assessment must be followed not only by the School but also by the student her/himself and the student's family.

The Principal responsible for ensuring that monitoring takes place and that provision is made for regular reviews and conferences. In cases where a student her/himself and/or the student's family does not follow through on the recommendations from the assessments, or in cases where, their having followed through, it is clear that the child is not able to benefit from the education offered from the School, efforts must be made to ensure that the requirement that the student be withdrawn from the School be implemented fairly and sympathetically.

Records Requirements

Each student must submit a health form before entering the School for the first time, before entering grade one and before starting the sixth grade. A physician must complete this form.

A copy of immunization records, birth certificate and health records are required for entry into Rand School. All required records and forms must be on file on by 30th September or the student will not be permitted to attend school. If starting after the school year begins, forms must be on file within 30 calendar days from the date of enrolment or the student will not be permitted to attend school.

The following documents should be submitted with the application form:

- Minimum Entrance Age
- Registration Form on Parent Portal

Parents have to fill in the application form on parent portal new registration to provide the school with the necessary data about the student.

This application form includes the following documents:

- List of the requested documents.
- Policy for payment of school fees form.
- Registration form includes students' information – parents' information according to their passports.
- Discipline inquiry form.
- School information form, which includes the uniform requirements and books.

STUDENTS EMERGENCY CARE PROCEDURES

In an effort to be able to provide all students with the best possible first aid response within the parameters of the school setting, any student who has a known medical condition, including but not limited to asthma, epilepsy, diabetes, anaphylactic allergies, or hemophilia, must provide the school with written Emergency Care Procedures in the prescribed form signed by the student's attending physician.

The Emergency Care Procedures must be provided to the school at the time of admission.

If a student is already enrolled in the school and the medical condition is discovered at any time, the parent/guardian must address the school immediately and Emergency Care Procedures must be provided as soon as possible.

The Registration Office will provide the Emergency Care Procedures to the School Doctor. The School Doctor will be responsible for keeping all relevant personnel apprised of any student who has a known medical condition that may require emergency first aid attention.

Failure to submit properly completed Emergency Care Procedures in a timely manner will result in exchange the student from school until the full form is submitted.

A parent does not disclose any medical history or information about his/her child, gives RIS the right to decline the student presence inside the school.

Student Emergency Contact Forms

Given the possibility that an emergency with regard to a particular student may arise from time to time, including but not limited to an accident or illness, all parents are required to complete and submit an Emergency Contact form at the commencement of School year.

RESPONSIVE AND FAIR EDUCATIONAL OPPORTUNITIES

No student will be denied the equal opportunity to participate in any program offered by the School except based on the administration's assessment of the ability and conduct of the student.

If a teacher is having difficulty with a student, the teacher should notify the Sections Heads, in writing, which will make the decision as to whether the student will be denied the opportunity to participate.

STUDENT ELIGIBILITY FOR EXTRA CURRICULAR ACTIVITIES

Extra-curricular activities are considered important by Rand International School. These Extra-curricular activities include field trips, outdoor activities, outdoor open days and other school activities that require preparation beyond the normal school day. Participation in these activities may also involve missed class time. These activities help to provide an extension of class work in areas of interest and ability to the student. They promote excellence in the development of self-discipline, sportsmanship, teamwork, and they stimulate both mental and physical fitness.

Students should maintain an adequate academic standard and exhibit acceptable behavior to be eligible to participate in Extra-curricular activities. The Section Heads and the academic coordinators along with the staff will maintain rules and regulations governing eligibility.

STUDENT INVOLVEMENT IN DECISION MAKING

The school will consider student opinions in establishing policies, particularly those related to student life. The administration will maintain channels of communication, e.g. a Student committee, with students, through which the student body may voice its views and suggestions on School regulations and programs.

Students committee can pass by classes during advocacy allocated time to collect any suggestions related to student's life.

Students committee starts from grade 3 to 6

Students are going to meet every 2 weeks with student's counselor supervisors to discuss their ideas implement.

Students committee will have:

- Agenda of meeting
- Points of meeting
- Evaluation twice per year

Regulations and Responsibilities of Students committee

Running for the students' committee is one of the first ways students can get a first-hand lesson in leadership

Function of the Students' committee

The functions are:

- To organize discussion and functions of the general, cultural, academic national and literary matter.
- To organize debate, social and extracurricular activities.
- To invite eminent person to address the Union on specific topics and
- To take up such other activities as are proposed by the Union and approved by the Principal.

Criteria for choosing students in the Students' Committee

- Student should have good behavior.
- She should be cooperative.
- She should be a team leader.
- She should accept others' opinions.
- She should not use offensive language when dealing with other students.
- She should be a good representative.

Rewards for Responsible Members:

By the end of the year, rewards will be given to students Who show responsibility?

- They will have a unique trip
- They will have a certificate of appreciation for their work.
- They will be provided with badges show their positions.

Advocacy Regulations and Responsibilities

- The Advocacy system at RIS is an essential feature driven out of the school purpose the target of the whole system is to create a supportive environment where all students get help and guidance and individual differences are employed in a way that contributes to building strong characters of globally adaptable adults in the future.
- Remedial program, a subdivision of the system is devoted to those who need academic support to acquire specific skills.
- As the school administration fosters the spirit of leadership, every staff member is considered an advocate to students, including the Principal, subject Coordinators, Academic directors, teachers, Social workers, the school nurse, and supervisors.
- A session has been devoted for Advisory work as students meet with their two Advocate teachers for discussing their academic and non-academic conflicts. These two teachers, each of whom is responsible for
- 10 to 13 students, make sure that all students are treated fairly and get the support needed in all areas by communicating with other staff members to solve any conflicts. The two teachers also can communicate with parents if needed.
- This advocate could come from the teaching staff or be someone with a counseling background. The problem is then sent to the person in charge to recommend solution.

ARRIVAL AND DEPARTURE

Dismissal Process Instructions are:

- It is the responsibility of the parent/guardian to ensure that the students arrive on time and are collected on time. The school will not be responsible for students who stay after the assigned dismissal time. In case of emergencies, when parents are going to be late in collecting their children, the school has to be notified and late children will be assigned to designated waiting areas.
- Parents are completely responsible their children, if the dismissal card is lost school has to be informed to take safety precautions.

- The schools will only allow the person, who has the dismissal card to collect the student, unless parent gives prior written permission for another person to do so.
- The school's guards and male coordinator reserve the right to inspect anyone collecting a student with whom we are not familiar.
- The lower grade students will be taken to the playground. Fathers or drivers are not allowed into the building as per the directives of the Ministry of Education and need to wait for the students at the gates. The students will be called upon by the microphone by the dismissal management system.

PARENT/STUDENT HANDBOOK AND ITS CONDUCT

All students are expected to comply with the provisions of the Parent/Student Handbook and its Code of Conduct as presented and amended from time. Failure to do so may result in detention, suspension and/or expulsion. Repeated breaches of the Parent/ student Handbook and Code of Conduct may give rise to expulsion where deemed appropriate.

RAND students are expected to comply with the Parents-Students Handbook Guidelines, policies and procedures.

ANTI – BULLYING

Purpose

Rand International School does not tolerate any kind of bullying in any context. Everyone has the right to feel free from any threat of bullying or harassment. The school recognizes that all students whatever their ethnicity, race, nationality, color, gender, religion or belief, disability, physical appearance or academic performance have the right safe and secure at School. Students should feel safe reporting incidents to members of personnel without fear of reprisals. The anti-bullying policy will be applied proactively, fairly and consistently to all students.

What Is Bullying?

- Bullying is repeated aggression, verbal, psychological or physical conduct by an individual or group against others over a period.
- Bullying is an abuse of power.
- Bullying is the breaking down of a person.

Bullying can occur through several types of anti-social behavior, including but not limited to the following:
Physical. A child can be physically punched, kicked, hit, spat at, etc. Physical bullying can also include inappropriate touching.

Verbal abuse can take the form of name calling, spreading rumors or making unfriendly comments about an individual to another. It may be directed towards creed, ethnicity, race, nationality, color, gender, sexual orientation, religion or belief, physical/social or mental disability, personality, family, physical appearance or academic performance, etc.

A child can be bullied simply by being excluded from discussions or activities with those they believe to be their friends.

Damage to Property or Theft. Pupils may have their property damaged or stolen. The bully may use physical threats in order that the pupil hands over property to them.

Intentional psychological pressure - social exclusion, looks, gestures and glares, lying, slander, passing or starting rumors, name calling, reorganizing or pressurizing friendship groups or any other activity designed hurt or exclude an individual. Incitement of others to become involved in bullying. Cyber bullying all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology. i. e. camera, cell phones and video facilities.

What Bullying Is Not

Bullying is not an isolated incident of aggression between children. Disputes will take place, and will be dealt with accordingly. Unpleasant as these incidents are, they are not bullying and should not be classified as such. Anyone who knows that bullying is happening is expected to tell a member of personnel. Bullying of any manner will not be tolerated at the school .

The RAND International School Anti-Bullying Procedures and Guidelines attached to this policy is considered to have the same force and effect as the policy.

Anti-Bullying Procedure and Guidelines

Why is an Anti-Bullying Policy Necessary?

Studies indicate that early intervention with a focus on counseling results in a higher level of success in modifying bullying behavior. In a school setting, bullies need to learn how their behavior negatively affects other children and how they can modify their behavior to become positive members of the community.

Bullying affects everyone, not just bullies and victims. Also affects those other children who watch, and less aggressive students can be drawn in by group pressure. Bullying is neither an inevitable part of school life nor a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behavior, written abuse and violence are to be found in our society. No one person or group, whether student or personnel, should have to accept this type of behavior.

The effective challenging of bullying will enable all children to enjoy the learning opportunities available within their school community and empower them to develop appropriate ways of behaving and coping in their life.

We believe that our students have the right to learn in a supportive, caring and safe environment, without the fear of being bullied.

What Can You Do If You Are Being Bullied?

- Tell yourself that you do not deserve to be bullied, and that it is **WRONG**
- Be proud of who you are. It is good to be an individual.
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear
- Stay with a group of friends or with other people. There is safety in numbers.
- Be assertive shout "No!" Walk confidently away.
- Do not be afraid or allow threats to prevent you from reporting the incident to an adult.
- Go straight to a teacher or member of personnel.
- Fighting back may make things worse.

Generally, it is best to tell an adult you trust straight away. You have the right to expect and receive immediate support. Teachers will take you seriously and will endeavor to deal with bullies in a way, which will end the bullying and will not make things worse for you. Remember that your silence is the bully's greatest weapon

If you know, someone is being bullied...

- **TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feels unhappier and on their own.
- If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the bully without getting you into trouble

- Do not support or pretend to support bullying behavior

As A Parent

- If you feel your child may be a victim of bullying behavior, Inform the school at once before contacting another person, consider the possibility that the School may be in a better position to address the situation. Your complaint be taken seriously and appropriate action will follow.
- Always take an active role in your child's education. Enquire how their day has gone. Who they have spent their time with, how lunchtime was spent etc...
- Look for unusual behavior in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your own child there is nothing wrong with him/her. It is not his fault that he is being bullied.
- Make sure your child is fully aware of the school policy concerning bullying, and that they should not be afraid to ask for help.
- Children frequently copy behavior that is learned from other adults. Please be a good role model for all of our students and take the time to discuss this policy and any incidents of bullying with your child(ren).

As A School:

We will treat bullying as a serious offence and take every possible action to eradicate it from our School.

- Display anti-bullying charters at various locations around the school.
- organize the community in order to minimize opportunities for bullying,
- Use any opportunity to discuss aspects bullying, and the appropriate way to behave. towards each other, e.g. information to parents/carers and students, Parent/Student Handbook, Staff Handbook, staff meetings, assemblies, Second Step Program. Life Skills, circle time, etc.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Review the School Policy and its degree of success.
- The School Staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.

- Encourage pupils to discuss how they get on with other people and to form positive attitude towards other people. This includes a review of what friendship really is. Encourage pupils to treat everyone with respect.
- Provide Anti-bullying resources such as books and videos.
- Place a suggestion comment box in the senior classes.
- Periodically survey the School population to assess, as accurately as possible, the level of bullying of or by students and the success and appropriateness of the policy.
- The School recognizes the difficulty in monitoring and establishing the existence of cyber-bullying, but will co-operate with any student(s) or parent(s)/guardian(s) in an effort to address issues of cyber-bullying discovered by or brought to the attention of the School.

What You Can Do If our Child Is a Bully

Every bully is somebody's child. Statistics show that children who participate in bullying behavior and activity have a higher rate of school dropout, poor school performance and involvement with illicit drugs and anti-social behavior. As a school, we believe that the bully deserves to learn a new means of behavior in order to provide him/her with the best education and life skills possible. If you suspect or know that your child is bullying, you must investigate it thoroughly and act immediately. Like all behavioral patterns, bullying is learned and practiced repeatedly. Early intervention is vital if the destructive pattern is to be broken. Explaining it away or refusing to believe it is happening simply allows the behavior to become more ingrained. Inevitably, the incidents become more and more serious as do the consequences. Your child must accept responsibility for his/her behavior. The goal is to get the child to admit to bullying and agree to stop the bullying behavior. If apologies are necessary, you can help your child to make them, and start afresh.

If you get a report from the school that your child is bullying a few points are worth noting:

- Remember that teachers are not happy having to tell you that your child is a bully
- Speak to your child as soon as possible and to unravel the facts
- Visit the school with the answers to the questions about the incident.
- If the situation is clear-cut, sort it out quickly and amicably.
- At all times, indicate that you want your child to accept responsibility for his own behavior.
- Continue the investigation and try to work to get bottom of what is alleged to have happened.
- Work with the school, and ensure that you are familiar with the code of discipline and, in particular, the anti-bullying policy.

- Make it clear to the school that you do not want, nor will you accept, your child's misbehavior.
- Keep the lines of communication open with your child, Talk to and listen to him. Try, now and again, to maneuver the conversation towards bullying or telling you what is happening in their lives. It helps to get them to understand the point of view of them victim.

Get them to Step into Their victim's shoes. Ask the bully the following questions.

- What would it feel like for you to be made to do things out of fear?
- How would you feel if you were called names which hurt your feelings
- How would you feel if someone bigger was constantly pushing you around?
- How would you feel if people made jokes about you and made fun of you in front of others?
- How would you feel if you were left out of games or groups
- Why do you think it is acceptable to bully others?
- It can help to bring up a situation where they were made to feel bad by someone else.
- Can they remember how they felt?
- Was it good for them
- Why do they think the other person did it to them?
- Did they want it to be stopped?
- What did they do to stop it or whom did they tell?
- You might talk about a smaller b
- her or sister being bullied
- How would you feel if they were being bullied?
- How would he feel about it?
- What would you do about it?

School and Parents working together can, and do, sort out the majority of these problems. However, please bear in mind that solving these types of problems often takes time

Action to Be Taken When Bullying Is Suspected:

If bullying is suspected, we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, help and support will be given as is appropriate to both the victims and the bull

We will record, investigate and deal with bullying.

We support the victims in the following ways:

- offering them an immediate opportunity to talk about the experience with their class teacher, or another member of personnel if they choose
- Informing the victims' parents/guardians.
- Offering continuing support when they feel they need it.
- taking one or more of the five disciplinary steps described below to prevent more

We Discipline, Yet Also Try to Help Bullies in The Following ways:

- Talking about what happened, to discover why they became involved.
- Informing the bullies' parents/guardians.
- Continuing to work with the bullies in order to get rid of their prejudiced attitudes and anti-social behaviors as much as possible.
- Taking one or more of the five disciplinary steps described below to prevent more bullying.
- separating the behavior from the person

Disciplinary Steps:

- Bullies will be warned officially to stop offending.
- Bullies' parent(s) guardian(s) will be informed.
- Bullies may be asked to enter into and sign a Behavior Contract.
- Parent(s) Guardian(s) may also be asked to sign the Behavior Contract.
- Bullies may be excluded from the Schoolyard at break and/or lunch times.
- If the bullying does not stop, bullies will be suspended and/or expelled in accordance with School policy.

Monitoring, evaluation and review:

In addition to the survey noted above, the School will review this policy annually and assess its implementation and effectiveness. The Anti-Bullying Policy, Guideline and Procedures will be promoted and implemented throughout the whole School.

School Use of student Photographs

From time-to-time, RAND School uses photographs or video film of its students in its local promotional materials, communications and publications. These photographs may be submitted to a local media, published on the RAND School website, Facebook or used in promotional materials and publications.

On occasion, local media may attend the School or RAND School may engage a company to produce a video of School events. Media representatives will not be permitted to interview students on School property either they are accompanied by RAND personnel. Permission to photograph or video a student individually or as part of a group is assumed, unless RAND School is advised in writing, to the contrary.

If a staff member or a parent prefers that she or his her child NOT be shown in any photo or video for media use or informative and promotional materials, communications or publications, written notice must be provided to the School administration. This information will be kept on file through the end of the current School year only.

Parents and relatives should note that any photograph or video films taken at School events are likely to contain images of other children whose parents may not have given permission for them to be filmed or photographed. Such images should not be more widely than the family, i.e. they should be for the family's use only.

Academic Head and coordinator agree number of photos for each class.

Selected pictures are uploaded on Center Portal. The Support department is responsible for uploading pictures and Videos on weekly basis.

Computer And Internet Usage

Rand International School recognizes the internet as a valuable educational tool and wishes to offer staff and students the opportunity to access the internet in a responsible and safe manner. From time to time, Rand International School uses the internet to complement its School curriculum. The use of the school Internet is a privilege. Any violation of the efficient, ethical, and legal utilization of the Internet resources as determined by Rand International School may result in termination of the user's Internet privileges. The purpose of this policy is to set out what Rand International considers appropriate use of the Internet for all students and staff, Parent Implied Consent RAND is providing an Internet success through all computers in labs, both for higher and lower as well as in the library. The access is only provided to the students when needed for project, presentations or resources under the guidance of authorized person.

Each computer is provided with an access code given by the authorized person.

Acceptable Use

Access to the Internet is provided to support the educational, informational, and research needs of Learning

Oasis Imitational School staff and students by providing access to unique resources and the opportunity for collaborative work, consistent with the educational objectives of Rand International School.

Unacceptable Use

User responsibility is the ultimate safeguard against unacceptable use includes, but is not limited to, the following examples:

- Accessing and posting illegal material.
- Accessing non-teacher directed chat rooms (all teachers directed chat rooms must be approved by the System Administrator and Head prior to use).
- Attempting to log in to the network or Internet as a System Administrator or under the name of someone other than yourself.
- Sharing passwords.
- Harassment of any kind
- Creating harm to another person or organization.
- Giving out personal information that violates personal safety, such as revealing personal contact information, social security number etc... About self or another individual.
- Messages that contain profanity, obscene comments, expressions of bigotry, racism, or hatred.
- Accessing obscene (i.e. pornographic) material.
- Accessing information that is potentially harmful or destructive (i.e. instructions for an explosive device).
- Accessing or attempting to access computer files, the computer systems, or computer networks without authorization.
- Damaging, modifying, altering, destroying or copying computer files.
- Modifying or attempting to modify computer systems or facilities.
- Tampering with terminals or any other associated equipment.
- Crashing or attempting to crash the system.
- Subverting or attempting to subvert the restrictions associated with Rand International's networks or computer files.
- Taking possession of a computer, peripheral device or any other property.
- Intentionally wasting, abusing and or damaging computer resources.

- Intentionally interfering with the work of other users.
- Violating confidentiality, copyrights or license agreements.
- Attempting to bypass the system security.
- Copying, renaming, changing examining, or deleting files belonging to someone else without the owner's permission.
- Copying or accessing the files of another user for the purpose of copying the contents and representing it as his/her own work. This is interpreted as plagiarism).
- Copyright infringement or plagiarism.
- Uploading files or software on a computer without teacher permission.
- Downloading files or software without teacher permission.
- Conducting commercial business, including purchasing of products or services
- Advertising products or services for personal gain or profit.
- Illegal activities and use of the internet in furtherance of illegal activities.
- Use of the Internet for gain via Rand International owned equipment.
- Conducting political lobbying
- Commitment of a computer crime.
- Knowingly creating or spreading computer viruses.
- Violating account security by giving out your account or attempting to gain access to or use someone else's account.
- Committing actions, which demand an excess of system resources, such as sending chain letters and spamming.
- Circumventing security measures on School or remote computers or networks.
- Students accessing Internet and Internet -provided e-mail for non- teacher-assigned projects during the school day.
- Playing games on the Internet without teacher permission,

Disciplinary Action

- This internet usage policy is applicable to all RAND school students and staff and refers to all information resources whether individually controlled, student shared, stand alone, or networked. Disciplinary action, if any, for students, staff, and other users will be consistent with RAND 's standard policies and practices. Where use of external networks is users such use also are applicable and must be

adhered. Violations can constitute because for revocation of access privileges, suspension of access other school computers, other school disciplinary action, and/or appropriate legal action. Exact disciplinary measures will be determined on a case-by-case basis at the discretion of the Principal of School.

Lost And Found Items And Books

When a student loses a book, he/she must pay for the replacement of the original book. The student will have to manage with notes or handouts until she/he buys the new book from the school bookshop. The school is not responsible for missing books, copybooks, and bags.

- Lost and found items are located in specific shelves in the playground Expensive or fragile items (eyeglasses, money, watches, purses, etc...) are held in the Accountant office.
- Students who lose something of value should report it immediately to their Principal.
- At the end of every year, items not claimed by any student will be given to charity.
- In order to keep lost items to a minimum, parents must make child's belongings are clearly labeled with child's name and class.
- For lost items parents can send messages on parent portal for section supervisor for items if not labeled do not call the school and ask for full-scale hunt be out if the child has lost something. We cannot do this! However, all labeled items will be returned to your child when found

UNIFORM

Rand International School believes that a uniform is an integral part of operating a safe and effective school environment. Therefore, all students are required to wear the school uniform unless the school authorizes special “no uniform” days.

- **The school uniform for the student:**
 - For **girls:** Grey skirt with white shirt and vest with special designed
 - For **boys:** Grey pants with white shirt and vest with special designed.
- The **school uniform** is the pride of every learner and must always be clean.
- Students are requested to wear the school’s uniform **daily**.
- Shorts, Bermuda’s, Jeans and short skirts are not allowed.
- Students are also required to wear reasonable footwear. No sandals, crocs, or slippers are permitted; students must always wear closed shoes.
- The **sports uniform** should be worn during the P.E. sessions, and students should come to school wearing that uniform.

Free Dress Days

Will be announced by the school providing the attire is clean, tidy and appropriate. Unless instructed otherwise, School uniforms should be worn on all School trip.

Field Trips

RAND believes that field trips are an important and valuable teaching method and teachers are encouraged to arrange and implement field trips in conjunction with the class curriculum.

Where a field trip has been arranged, notes with an attached permission will be sent home with the student advising parents of the intended field trip or form off-campus classes. The parent guardian permitting the student's participation in the off-campus activity must sign all permission.

Where a student has presented without the required signed permission form, she will not be permitted to leave the School campus unless direct communication can be made with the parent guardian of the student and the appropriate permission received.

Students are often transported in private vehicles for off-campus activities. When transporting students for a School sponsored off-campus activity; vehicles are not to be over-loaded beyond the manufacturer's recommended seating capacity.

Unless advised otherwise by the attending teacher or Sections Heads, students are to wear their School uniform for all off-campus activities. Failure to present in the proper attire may result in the student being denied permission to attend. Upon the request of social worker, students with raising behavior problems can be detained from trips.

School clinic Regulation

We have two well-equipped clinics in the school; one in the Grades section and other in the Kindergarten with full time licensed Doctor and Nurse.

The Roles of the School Clinics

The clinics play preventive, curative and educative roles in taking care of the children's health.

Preventive Role

To better discharge the preventive role of the clinics, medical records are maintained by keeping a file for each student. For that purpose, parents are required to fill a health status report or update at the start of each school year. Then the file is updated with all the emerging medical reports from the school clinic and the ones

additionally provided by the parents. In addition, records are in place to specially note any kind of allergy that a student is suffering from.

Curative Role

The curative role involves taking care of illness and accidents that occur during the school hours, sick or injured students are reported to the clinic for treatment. As part of this role, the clinics provide most desirable and required basic symptomatic treatments of any disease or injury. Medicines for fever, abdominal colic, vomiting and allergy are available in the school clinics. The doctor checks the files for allergies before deciding an appropriate cure. Medical concerned on a daily basis for any student admitted to the school clinics. Such records update the students' files as well.

If the student continues to be sick and needs further treatment, the parents are contacted immediately for further measures. In case of minor accident, the parents are notified either on the phone or by a memo describing what happened and the measures taken.

Major accidents that require hospitalizations are dealt with depending on the seriousness of the situation. Parents are notified at once and asked to accompany their child to the hospital for treatment. If accident is so serious that the student requires immediate hospitalization, RAND personnel will take the student are asked to meet them there.

Educative Role

Besides the preventive and curative measures, the clinics an educative role as well. The doctor is involved in class visitations, assemblies on hygiene, issues etc. disseminating information on current health practices.

Health educative sessions and workshops to the school staffs and students are done on regular basis in each quarter of the academic year mainly on the following topics.

- 1- General and personnel hygiene
- 2- Dental caring
- 3- First-aid
- 4- Age of puberty
- 5- Prevention of communicable diseases

All the sessions and workshops are prepared with the suitable visual aids in cooperation with medical sponsors like Clinic and Hospitals.

Medical policies of the Clinics

Following are some of the important medical policies of the clinics

Policy on Infectious Diseases

To prevent infectious disease spreading to other children, the school insists to the parent concerned the following.

- 1- Please keep the affected child at home if he/she has:
 - A fever or has had one during the previous 24-hour period.
 - A heavy nasal discharge.
 - A constant cough.
 - Symptoms of possible communicable diseases (these usually sniffles, reddened eyes, sore throat, headache, abdominal are pain, vomiting, diarrhea plus fever).
- 2- Parents must kindly notify to the school immediately if any child is identified to have a disease so that the school can take appropriate action from spreading it out to other children.

Policy on Medical History:

- 1- School clinics have a file showing pre-existing medical conditions or allergy of all students, which may require special attention.
- 2- Parents must kindly notify the school clinics in the health status update form if their children had allergy of which the school should be aware.
- 3- At the beginning of each academic year school clinics send medical forms to parents to update the medical file.

Medication policy:

If a child is under medication for any kind of a disease as prescribed by an authorized hospital, a clinic or any competent authority thereof, and if the medication has to be administered during the school time, it will be done only with the expressed written parental permission request made through parent's portal. If a child has to bring medication to the school, the following need to be followed:

- 1- Parents should notify the school doctor when a child is taking medication.
- 2- All medication sent must be clearly identified with student's name, type of medication, student's class and dosage.

- 3- The school doctor keeps a daily record on all matters. Parents can please contact the clinics for any clarification.
- 4- After a prolonged absence due to illness, the student should submit a medical report from a competent doctor to the head of the school office

Protective policy:

General hygiene checkup is conducted weekly to check on the nails, hair, teeth and ears of the students. If a student was suspected of having lice, he or she would be sent to the clinic for a second check. If the presence confirmed, the parent or guardian will be requested to kindly take the child back to home and seek appropriate treatment. The child would return to school when free from lice and nits. The school doctor will conduct a head check before students would be permitted back into his/her class. If lice or nits are found still present, the child will be sent home and rechecked upon return by the doctor. If the child has siblings in another class, that class will also be checked.

On matters of such health concerns, parents are notified by hygiene reports on parent portal' using the following format.

Vaccination policy for Grade-1 Students:

Health and immunization records are required and maintained in the school for every student. Parents are urged to notify the school clinic of any significant changes in health during the school year.

Student Welfare And Safety

Student safety is the prime consideration in any emergency. The Principal authorized to initiate the emergency action in coordination with the Counseling Board. Among the actions specifically authorized are cancellation of school, early dismissal, retention of pupils and staff at School beyond the normal close of the school day, evacuation of the School population from the School to another place.

The Principal, guided by the overriding consideration for student safety, will maintain appropriate regulations and procedures as far as the nature of these types of disturbances can be anticipated. In preparing emergency action, the Principal will take into account the advice of civil authorities. Final responsibility rests with the Sections Heads for determining when the School will take emergency action and what action the School will take.

In the interest of student welfare and safety, the Principal will coordinate the preparation and regular review of a disaster management plan to include regular fire drills to be conducted at the School.

Community Relations and Goals

Establishing and maintaining positive public relations are responsibilities of the Counseling Board, the administration, the faculty and the staff, to some extent they are the responsibilities of the students as well. The School sees itself as a cohesive factor in the life of the community. For that reason, efforts should be made to keep the community informed about the services, accomplishments, needs and goals of school to community in its work for the benefit of the students.

All School employees and students are expected to project a positive image of the school and to act in an ethical manner. The Counseling Board endorses a policy of active, open communications between the school, the parents and the community at large and will seek ways to contribute to the community as well as make use of parents in the School's program.

Communications and Parents Involvement

Embarking from the fact that our school is an integral part of the community it serves, the school administration will never give up its role as partners in constructing the educational bricks of the school. To provide the community with a quality education is a vision the school administration and staffs are working day in and day out to acquire the satisfaction of the community. Respectfully, the parents' valuable perception about the school is always in a position of analysis and evaluation.

Communication

The school highly values the linking threads between its staff and parents, for they make the core of the relationship on which the school depends to produce the expected outcomes at the end of every year. Parents are kept in touch with the school events day by day throughout a variety of modern technological methods:

- Every parent has his/her file with full information kept in the school archive
- The school files are filled with the e-mails of all the parents.
- The weekly plan and many other memos are uploaded to the parents through the School's website (parents' portal), telegram and Facebook page.
- The cellphone number of every parent is recorded in the school files for any emergency case or any issue of discussion.
- Parents complain form
- Parents contact information: RAND contact information

Involvement

Parental Involvement At School

Research overwhelmingly demonstrates that parent involvement in child's learning is positively related to achievement. The research shows that the more intensively parents are involved in their child's learning, the more a child achieves and works to his/her potential. Further, parent involvement is positively related to benefit other than student achievement.

These benefits include attitude toward school or toward particular subject areas, self-concept, motivation, classroom behavior, time spent on homework, and expectations for one's future. Since parents are the "primary educators" of their children, RIS expects parents to support their child's education.

As parents are important stakeholders of collaborative learning, we are to organize frequent sessions inviting them. The role of parents in terms of the education of their own child is a crucial one. The open-minded approach to learning and investigation is very helpful for the students. The role of the parent in developing the thinking skills of their children is vital.

We all have a part to play in the educational process. The role of parents is one part, which up until now has been implicit rather than explicit. Perhaps the balance should shift. After all, one of the key aspects of the IB Learner profile is to be a risk taker. It is important for us all to take a risk and be more involved as parents in our child's IB course.

Parent community will help us in offering our students meaningful service learning opportunities by connecting us to the real-life situation or involving students in philanthropy work they have undertaken.

Successful parent involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. A child who sees parents and the school acting in partnership with his/her best interests in mind will have a more positive attitude towards school and learning.

We appreciate the fact that many parents/guardians have their own work and personal commitments. We look forward, however, to the continued support of all families across all levels of the school community in helping us to help your children.

How are parents involved in schools?

There are different types of involvement, ranging from encouraging parents with home-based learning activities. Some of involvement categories are as follows:

1. Parenting, in which schools help families with their parenting skills by providing information on children's developmental stages and offering advice on learning-friendly environments at home.
2. Communicating, or working to educate families about their child's progress and school services and providing opportunities for the parents to communicate with the school.
3. Volunteering, which ranges from offering opportunities for the parents to visit their child's school and share in school activities.
4. Learning at home, in which schools and educators share ideas to promote at-home learning through high expectations and strategies so parents can monitor and help with homework.

5. Decision-making, in which schools include families as partners in school organizations, advisory panels, and similar committees.

Involvement categories	Methods	Tools	Day-date	Responsible
Parenting	1- Providing information on school system for new students' mothers.	Meetings Parents hand book. Website, Twitter and Facebook	Oriental week Sep.3-4,2019	Principal PYP Coordinator Student counselor.
	2- Providing information on children's developmental stages	Lectures and workshop	Twice a year	Student counselor
Communicating	Educate families about their child's progress	Communication log Sky Ward: students' management system PTA Parents visiting time	On going	Teachers PYP Coordinator IT Department
Volunteering	Visit the classes and volunteer in education process	During some of program of inquiry	3 to 4 inquiries	Mothers Teachers PYP Coordinator Leads
Learning at home	To promote independent study routines setting homework on a regular weekly basis	All important information will be found in the weekly newsletter at school website	Weekly	Parents Students
Community collaboration	campaigns doing their part to take care of the planet.	Aid orphans' campaign Save planet campaign (recycle, Go green, No Farm Food, cleaning surroundings,	One week a year	Parents Students Teachers PYP Coordinator

6. Community collaboration, a two-way outreach strategy in which community or business groups are involved in education and school encourages family participation in the community.

Activity	Description	Grade	Duration	Responsible
Who We Are	Invitation to mothers to share their roles and experiences of how positive behaviors affect relationships.	Grade 1	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
Who We Are	Invitation to a doctor (nutritionist) to talk about eating habits/healthy life style to prevent obesity and other health challenges.	Grade 2	2 days	<ul style="list-style-type: none"> • PYP Coordinator •Grade two teachers •Activity coordinator •Mothers
Who We Are	Invitation to mothers to talk about the importance of values and their experiences of how it shaped their lives.	Grade 3	2 days	<ul style="list-style-type: none"> • PYP Coordinator •Grade three teachers •Activity coordinator •Mothers
Who We Are	Invitation to mothers who are working in human rights to explain about their roles and responsibilities, and to spread awareness of how can human rights help them.	Grade 4	2 days	<ul style="list-style-type: none"> • PYP Coordinator •Grade four teachers •Activity coordinator •Mothers
Who We Are	Invitation to community citizen who will explain how and why they have been chosen for the particular role and what characteristics builds a good citizen.(Municipality)	Grade 5	2 days	<ul style="list-style-type: none"> • PYP Coordinator •Grade five teachers •Activity coordinator •Mothers
Sharing the Planet	invitation to a veterinary doctor to discuss about how our actions help keeping living things from being endangered.	Grade 1	2 days	<ul style="list-style-type: none"> • PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
How the World Works	Invitation to an engineer to talk about how energy is used to slow or stop climate change, which could reduce some future natural disasters.	Grade 3	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
How the World Works	Invitation to the engineers for elaborating on advance process of energy saving	Grade 4	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
Where we are in place and time	Invitation to grandmothers to share about the homes in the past and present	Grade 1	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
Sharing the Planet	Invitation to an environmentalist who can explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry).	Grade 2	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
How we express ourselves	Invitation to an artist or sign language interpreter to talk about expressionism different ways one can express his/herself through arts and visual-manual modality to convey meaning.	Grade 3	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers

Where we are in place and time	Invitation to Grandmothers or a Family member to share their cultural heritage artifacts, heirlooms or rituals of their family history.	Grade 4	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
How we express ourselves	Invitation to workers from the mass media to express and explain the different ways as in how the advertising has developed over the period of time and its advancements.	Grade 5	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
How we express ourselves	invitation to mothers from different countries to share about how celebration is being done in their own culture.	Grade 1	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
How We Organize Ourselves	Invitation to any community helper to explain how their organization functions to meet the people needs.	Grade 2	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
Where we are in place and time	Invitation to Grandmothers or a Family member that migrated to /from another country to talk about reasons and challenges of migration from personal experience.	Grade 3	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
Where we are in place and time	Invitation to the Astrologers to share information about the journey of exploration.	Grade 5	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
How we express ourselves	Invitation to an artist and poets to share creative ways to communicate ideas and emotions.	Grade 4	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
Where we are in place and time	Invitation to Marketing manager to explain how target market functions and build customers in order to showcase the efficient and effective marketing skills.	Grade 5	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
How We Organize Ourselves	Invitation to mothers to share information about how/where they get their goods and services, and how it helps them to meet their daily needs.	Grade 1	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
How we express ourselves	Invitation to grandmothers to share stories, about their roles and ideas.	Grade 2	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
How We Organize Ourselves	Invitation to community workers to demonstrate how safety has been advanced to facilitate the people and, the rules to follow up.	Grade 3	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator •Mothers
Sharing the Planet	Invitation to an environmentalist to share how can we increase awareness of environmental protection	Grade 4	2 days	<ul style="list-style-type: none"> •PYP Coordinator •Grade one teachers •Activity coordinator

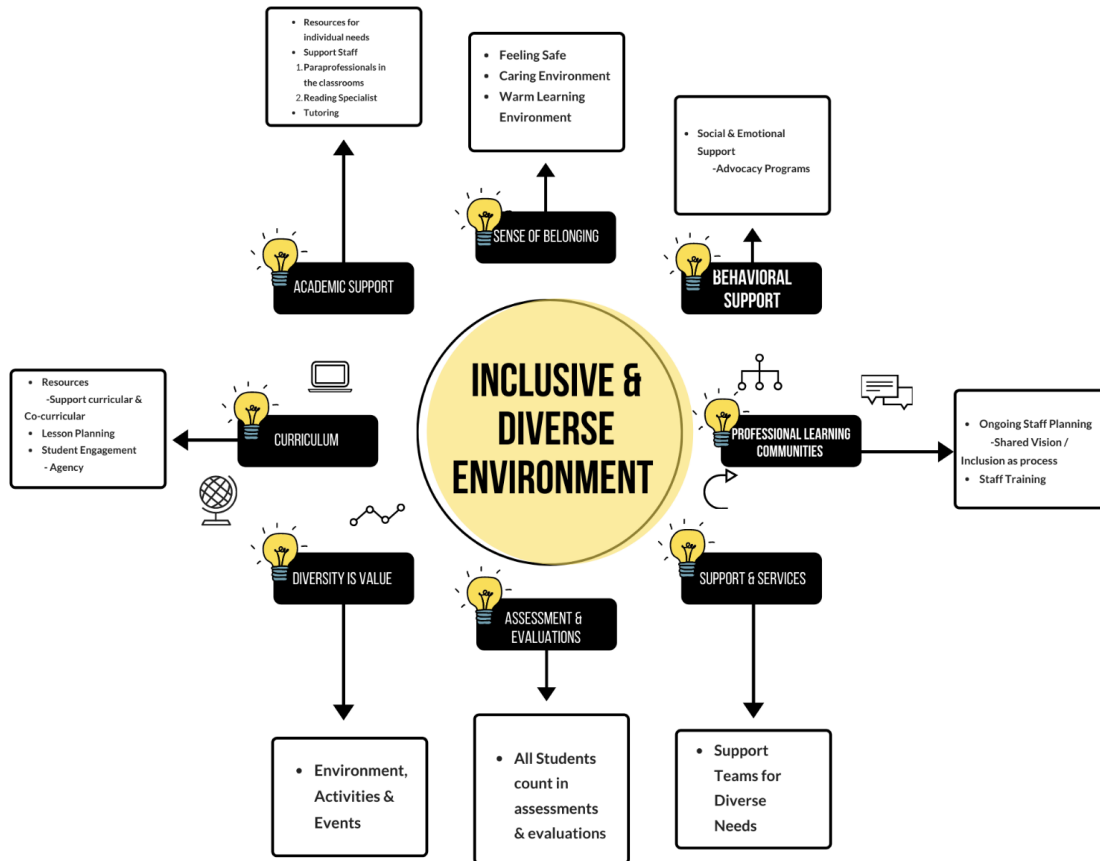
Parent's presence inside the campus

- The normal RAND School day operates on the basis of a closed campus policy
- Parents are responsible for Ensuring their children attend school regularly. Sufficient rest travel arrangements are made in a way that their children are having and are ready to learn upon their Ensuring their children arrive at school before lessons start and they are ready to learn (having all the necessary study items with them) Explaining the absences of their children from school.
- Taking measures to resolve attendance issues involving their children. Parents' Access to School
- In order to ensure that the school is secure, we have limited access for all parents and visitors during instructional time. Our main gates are manned by uniformed guards 24 hours per day. Upon entering the school, all parents must leave their names with the school guard. Parents will then proceed to the receptionists who will contact the staff member about the appointment taken beforehand. The school staff will not have a meeting unless there is an appointment!
- The visitors will be given a RAND VISITOR badge to wear. This badge should always be visible when the visitor is on campus. Upon leaving the school campus, all visitors need also to sign out, hand in their visitor badge, and pick up their ID or Iqama at the security guards' desk.
- In addition, mothers are not allowed to attend the classes with their children during the starting days, especially on the first day of KGs entering the school. As such, any visitor is required to present himself/herself at the front office upon arrival. He/ she will only permit to remain on the campus or attend another area of the School where the appropriate permission has been given to do so. Anyone other than a RAND student or employee will be considered a visitor and must present at the front office upon arrival during the School day.

INCLUSION POLICY

Overview

An overview that illustrates the key components of an inclusive and diverse environment in the school setting

School Philosophy

A commitment to improve the teaching and learning in the school community by delivering rich, high-quality program of international education that shares a powerful vision and develops the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world.

We encourage curiosity and learning through inquiry in a stimulating environment. We engage our community of learners in realizing their potentials and growing their knowledge and skills. With a focus on every individual's potential, **learning barriers** are identified and removed, provided with engaging learning opportunities for **active participation to self-directed learning**.

We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We support the intercultural understanding and respect different views of others.

Introduction

Rand Educational Group is committed to provide opportunities to meet the needs of every student it accepts. Rand is committed to creating a school community where all members are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs or disability so that they can participate, achieve and succeed at school. Rand gives students access to appropriate provision, resources and curricular options. Inclusive education provided is an ongoing process that aims to increase access and engagement in learning for all students where all students have access to quality instruction, intervention and support, so that every individual experience success in learning.

Rand believes that educational inclusion is providing equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. Rand Schools welcome every individual and appreciates their individual differences including different groups of learners such as physical impairment, learners with mild learning difficulty and learners who are 'gifted and talented.

Regulation And Standards

Rand Schools follow MOE regulations and inclusion policy of IB to ensure inclusive education.

MOE Protocols: The education policy in the Kingdom of Saudi Arabia includes a number of foundations and constants related to the field of people with special needs:

1. Emphasizing the dignity of the individual and providing appropriate opportunities to develop learner's capabilities so that he/she can contribute to the renaissance of the nation (Article 36).
2. Taking care of all learners include working on developing the learners' skills and plans that commensurate with learners' needs. (Article 55).
3. Learners with special needs (mentally or physically) are supported by special plans that meet with their needs (Article 188)

IB Standards and Practices

IB and Inclusion: Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

CULTURE 2: THE SCHOOL IMPLEMENTS, COMMUNICATES AND REGULARLY REVIEWS AN INCLUSION POLICY THAT CREATES CULTURES THAT SUPPORT ALL STUDENTS TO REACH THEIR FULL POTENTIAL. (0301-02)

2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programs. (0301-02-0300)

4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)

- PYP 1: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)

APPROACHES TO TEACHING 5: TEACHERS REMOVE BARRIERS TO LEARNING TO ENABLE EVERY STUDENT TO DEVELOP, PURSUE AND ACHIEVE CHALLENGING PERSONAL LEARNING GOALS. (0403-05)

5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

STUDENT SUPPORT 2: THE SCHOOL IDENTIFIES AND PROVIDES APPROPRIATE LEARNING SUPPORT. (0202-02)

2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

STUDENT SUPPORT 3: THE SCHOOL FOSTERS THE SOCIAL, EMOTIONAL, AND PHYSICAL WELL-BEING OF ITS STUDENTS AND TEACHERS. (0202-03)

3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)

3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)

Policy Review

Inclusion Policy is Reviewed every year with needed extensions and updates.

Aims & Objectives

- ♣ To reach at the level of each and every one to make them feel successful at every step of Learning.
- ♣ To ensure maximum inclusion in a class room setting to give maximum exposure at class room level.
- ♣ To modify teaching methodology to suit each one's level.
- ♣ To provide curriculum with accommodations and Intervention.
- ♣ To ensure accommodations and interventions for learners with mild Specific learning disability and other problems like hearing/Visual impairment, Autism Spectrum/ ADD following main stream curriculum.
- ♣ To change instructional strategies that best suits student(s) for learning.
- ♣ To include varied assessment strategies and tools.

Learning Environment

Rand Schools provide a caring, safe and warm learning environment that stimulate curiosity and freedom of expression to make every individual (irrespective of their differences) belonging in the environment. Schools support every individual of the school community to practice cultural responsiveness and experience the '*belonging*' environment.

Schools offer '*Support & Services*' for diverse individuals. Cultures, and experiences are successfully incorporated into workgroups and organizational structures in order to produce benefits associated with diversity, so the idea of inclusion is increasingly stressed in the environment and is encouraged by the schools as a team.

The '*curriculum*' in the schools promote effective and needful *resources* to support the diverse needs of their students. Resources strongly assist specific learning targets of varied developmental domains to all the levels of students whether gifted or talented. The curriculum fosters rigor and effective student engagements with progression in learning criteria involved with change, endurance and experience necessary for the learners' growth processes in all developmental domains (intellectual, personal, emotional and social skills). Furthermore, inclusivity is characterized by *agency* by building and maintaining the environment where all learners feel comfortable to express their opinions and are encouraged with critical thinking Schools include classroom practices with an intend to students' voice and choice allowing them to practice agency and explore their common ground collaboratively, sharing diverse perspectives and opinions along developing an understanding of intercultural aspects.

Schools monitor **ongoing planning** of the lessons that include inclusive practices like - Interactive Teaching, Alternative Teaching, Parallel Teaching, Group Teaching. Lessons are structured with differentiated instruction by using flexible grouping, providing activities that appeal to various learning style preferences, giving students choices, and creating alternative activities.

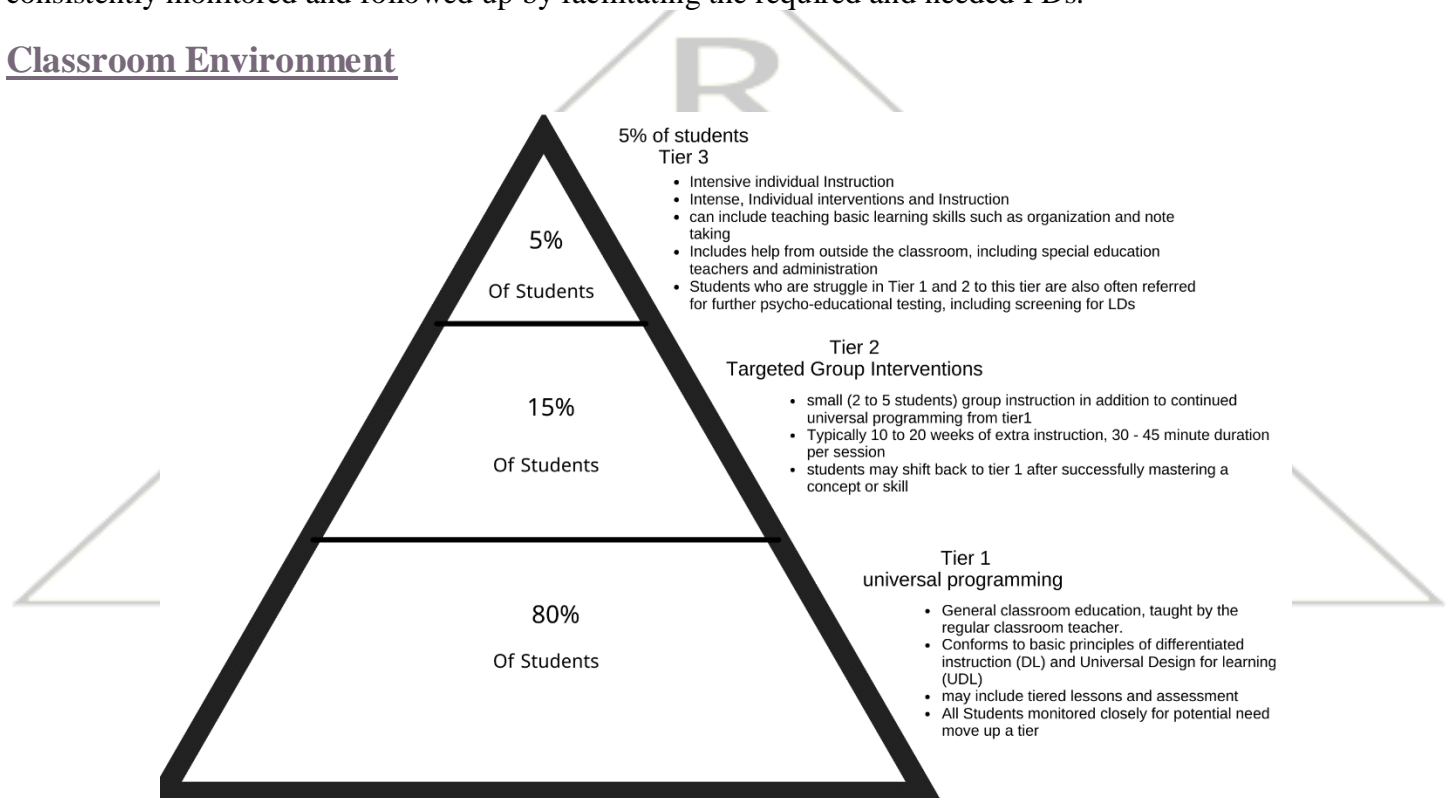
Curriculum includes UBD-Universal Design Planning as an approach for planning instructions in the classroom to include alternatives making it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The instructions include incorporating three domains of UDL (Universal Design Learning):

1. Multiple means of representing content (visual and oral strategies).
2. Multiple means of students' expression of content (writing, illustrating, speaking), and
3. Flexible means of engagement as students learn (videos, software, and role-playing)

Collaborative Culture

To ensure success for all students in inclusive classroom setting teachers plan collaboratively and teach the content in meaningful and memorable ways. Schools emphasize collaborative culture organizing effective *Professional Learning Communities*. Professional Learning Communities are well implemented with flexible scheduling needed for effective and meaningful collaborations. Professional Developments for staff is consistently monitored and followed up by facilitating the required and needed PDs.

Classroom Environment



Tier 3 Approach Fig. (Robinson & Hutchinson, 2020. Para.10

Classroom environment adopts Tier-3 approach for effective inclusive learning as shown in the figure. The figure clearly illustrates inclusive classroom environment with Tier-1 level that includes Universal Programming confirming the three principles of UDL (Universal Design Learning). Tier-2 level demonstrates group instructions where Differentiated Instructions based on the content, process and product are done for the targeted groups based on their needs. In Tier-3 level, falls in intense individual intervention and instruction. This level (3rd level of Tier-

3 approach) is for removing the learning barriers for SEN. This approach shows the long-term planning information "for all" narrowing down to - "for some" or "for one" which are the critical components of inclusion that occur while breaking down the "for all" long-term planning information.

Inclusion Support Team

All members of the school community are involved in the better implementation of Inclusion practices. All members are expected and encouraged to support the school's inclusive environment.

1. Board of Directors

- Are the makers of inclusion policy
- Are advocates for the inclusion policy and practice.

2. Leadership Team (Principals, Academic Director, PYP-Coordinator, Vice-Principals, & Pedagogical leaders)

- Leadership Team plays a major role in taking up the responsibility for making the schools truly inclusive.
- Leadership Team is responsible to provide training to all the staff to increase the awareness of the inclusion.
- Leadership Team makes sure that the principles of inclusion are applied to all curricular and co-curricular engagements.

3. Counselling Department

- The counsellors take the leading role in coordinating support and provision, particularly regarding students with determination and their families.
- With the support of the schools' leadership team, the counsellors monitor, advise, evaluate and plan for the development of inclusive practice and provision across the school.
- The counsellors work in close collaboration with classroom teachers and other educational staff to support the education of students who experience Special Educational Needs and Disabilities in class or work with individual students or groups of students during lessons to support students' learning and promote their well-being.
- Counsellors will be involved in On-going weekly team progress meetings to assess the effectiveness of each aspect of inclusion and to inform future developments.
- Counsellors will collaborate effectively with Parents and inform them of any additional or different provision being made for their child.

4. Teachers

- Teachers are responsible for managing and creating an inclusive classroom environment.
- Teachers share responsibility for removing barriers to learning.

- Teachers Identify barriers to learning and communicate through the referral process.
- Teachers collaborate with inclusion to create opportunities that ensure meaningful participation in the learning environment.
- Teachers implement individual education plans and set targets to specific needs in certain areas or aspects of the curriculum through differentiated lesson planning, UDL (Universal Design Learning) and classroom support plans.
- Teachers, in collaboration with the counsellors provide students with learning opportunities that allow students with determination to access subjects taught, encounter appropriate challenge and promote progress.
- Teachers take the lead role in monitoring the attainment, learning, behavior and well-being of all students in their class.

The schools provide equal opportunities to all members of the school community and establish learning environments that encourage and support the active involvement and inclusion of every student thereby promoting the whole development of all students.

Supporting Documents

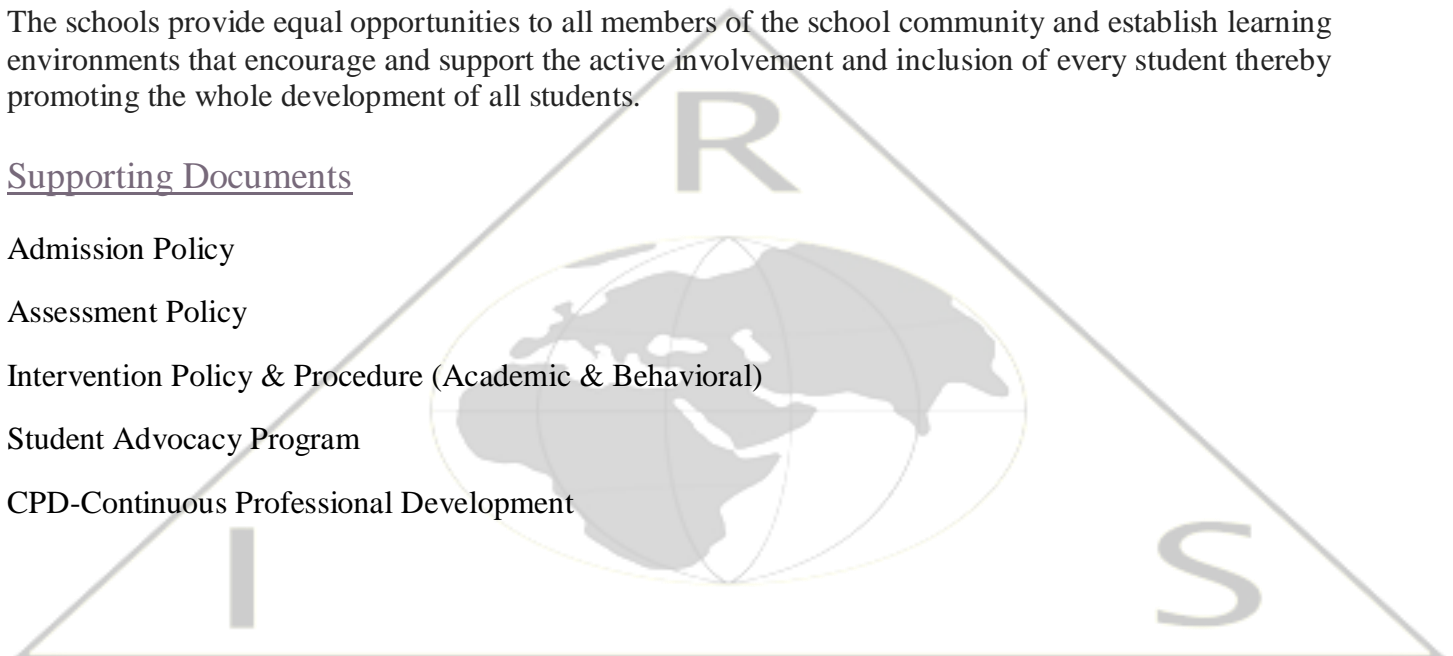
Admission Policy

Assessment Policy

Intervention Policy & Procedure (Academic & Behavioral)

Student Advocacy Program

CPD-Continuous Professional Development



Financial Policy



Rand International Schools Financial Policy - "Elementary" (2022/2023)

Tuition fees for the academic year are 22,500 SR approved from Ministry of Education.

A - Financial Public Policies:

1. The priority of registration is for the students who registered early and according to the age specified by the Ministry of Education.
2. Registration is approved by paying the fees. In case of non-payment until the given due date, the school has the right to cancel the registration.
3. The tuition fees must be paid lump-sum or in three installments as follow:

1 st semester	8,500 SR	2 nd semester	7,000 SR	3 rd semester	7,000 SR
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4. For one semester the fees are 8,500 SR.
5. The school fees are fixed for any kind of learning.
6. In case of withdrawal for the second or third semester, after paying the total fees, the second and third-semester fees only would be refunded. Upon informing the administration before at least a month before the first semester ending.
7. In case of withdrawal after starting studying second or third semester the fees would be refunded as refund policy described in item "B".
8. The fees do **NOT include** the transportation (External party), uniforms, meals, fieldtrip, stationary and the schoolbags.
9. sibling discount is as the following:

√2 nd discount: 1000 SR	√3 rd sibling discount: 1500 SR	√4 th discount: 1500 SR
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B - Refundable Policies:

	Satiation	The procedure
1.	From the date of registration until (31/05/2022).	Refund the paid fees after deducting 1500 SR.
2.	During the period from (01/06/2022) to (30/06/2022)	Refund the paid fees after deducting 2500 SR.
3.	During the period from (01/07/2022) to (03/09/2022).	Refund the paid fees after deducting 3500 SR.
4.	During the period from (04/09/2022) to (10/09/2022) (First week of studying).	Refund the paid fees after deducting 5000 SR.
5.	During the period from (11/09/2022) until the end of semester.	No amount is refunded, and the parents are required to pay the remaining semester.

*Re-registering withdrawn students, the tuition fees will be paid as a new admission.

Without calculating the fees deducted.

* The school has the right to hold the student's certificate and the progress report if the fees are not paid on time.

D- Payment Methods:

√ Cash. √ Bank Transfer √ ATM:(Visa - MasterCard) √ Cheques (under the school account named)

Note: In the case of a bank transfer, please notify the school with a copy of the transfer.

(The school is not responsible for unreported transfers.)

I am Guardian of the student :, I have read the Financial Policies of Rand Schools and that I agree and sign.

Guardian Signature:

Date:

School Calendar

SCHOOL CALENDAR 2022 - 2023						
August 2022 - September 2022 صيف - ربيع الأول						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
31						
October 2022 ربيع الأول - ربيع الثاني						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022 ربيع الثاني - جمادى الأولى						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022 جمادى الأولى - جمادى الآخرة						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
January 2023 جمادى الآخرة - رجب						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

التقويم الدراسي لعام 1444 هـ						
February 2023 رجب - شعبان						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			
March 2023 شعبان - رمضان						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2023 رمضان - شوال						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023 شوال - ذو الحجة						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
June 2023 ذو الحجة - ذو القعدة						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

First semester Unit assessment (T1, T2, T3, T4, T5, T6) Second semester Vacation Third semester Instructional Days: 185 Days.