Parent/Student Handbook

Academic Year 2024-25

Table of Contents

1. Operational Hours and Punctuality Policy

1.1.   School timings

1.1.1. Students may arrive at school in the morning between 8:30 and 8:40. Students arriving after 8:50 will be marked as late.

1.1.2. Dismissal for students is at 2:52 pm, Monday through Friday.

1.1.3. Bus will be dismissed at 3:00. At 3:20, the remaining students will be sent to the Office.

1.2.   Punctuality and Absence:

1.2.1. Children are required by law to attend school during school hours.

1.2.2. Absences caused by personal illness approved religious holidays, or emergencies will be excused. When a child is absent, the parent must notify the school by 9:00 a.m.

1.3.   Consequences:

Punctuality:

1.3.1. Written warning from the teacher.

1.3.2. Loss of privileges, such as being able to participate in extracurricular activities.

1.3.3. Referral to the school principal

Absence:

1.3.4. Parent-teacher conference.

1.3.5. Written warning from the school principal.

1.3.6. Loss of privileges, such as being able to participate in extracurricular activities.

1.3.7. Suspension.

2. Uniform Code for Students

2.1.   Student's Uniform Code:

Students must be in complete uniform, worn properly and modestly, from the time they enter the school building until dismissal at the end of the school day on all school days. Only students who are in complete uniform will be admitted to class.

2.1.1. Girls Students.
- Grade J.K -9: Navy dress/Skirt with a white blouse. Starting grade 3, girls must wear a white or navy hijab, as part of the uniform.

2.1.2. Boys Students
- Navy blue pants and a white top with a collar.

2.2.   Important Notes for all classes
- No sweatpants, jeans, sportswear, pajamas, slippers, etc.

- Any form of images, writings, logos, etc. are not allowed.

- Hoods, hats, caps, tuques, etc. are never to be worn in the school or they will be confiscated.

- CARDIGAN or Vest (Optional. If a student is cold and wishes to wear something in school, they must wear a school cardigan or vest)

- For Girls – Grades 3 and up must wear a white or navy hijab.

3. Student Behavioural policy

3.1.   **Introduction**

The purpose of this policy is to promote positive student behaviour and to create a safe and orderly learning environment for all students. This policy outlines the expectations for student behaviour, the consequences for inappropriate behaviour, and the procedures for resolving behavioural issues.

3.2.   **Expectations for Student Behaviour**

Students are expected to behave in a way that is respectful, responsible, and safe. This includes:

3.2.1.   Following the instructions of teachers and other school staff.

3.2.2.   Treating all people with respect, regardless of their differences.

3.2.3.   Taking care of school property.

3.2.4.   Being honest and trustworthy.

3.2.5.   Avoid behaviours that are disruptive to the learning environment.

3.3.   **Unacceptable behavior:**

Bullying, discrimination, or abuse (physically, sexually, or psychologically) – orally, in writing or otherwise – to any person is totally unacceptable.

Examples of behaviour the school will not tolerate include but are not limited to: insults or swearing, fighting, physical or verbal threats, refusal to follow the teacher's directives endangering the welfare of others, vandalism or destroying of school property or another student's property, stealing, lying, tampering with the fire alarm or other school equipment.

3.4. Procedures for Resolving Behavioral Issues

The Principal and staff will deal with any infraction on a case-by-case basis; guidelines to be followed are:

3.4.1. Teachers and staff will work with the child to encourage him or her to improve behaviour.

3.4.2. Should the child's behaviour not improve, the principal will communicate with the parents or guardians of the child (communication with the parents is essential if inappropriate behavior is more than minor or is repetitive; records will be kept)

3.4.3. If there is still no progress, the child will be suspended from school for a duration determined by the principal. Upon the child's return to school, the parents and the child will meet with the school Principal.

3.4.4. After all these measures, if the conduct of the child does not improve for the best, the child will be expelled from school.

3.5. Parental Involvement

Parents play an important role in helping to promote positive student behavior. They should be aware of the school's behavioral policy and should work with their children to ensure that they are following the expectations. If a student is engaging in inappropriate behavior, parents should be involved in the process of resolving the issue.

3.6. Conclusion

This policy is designed to create a safe and orderly learning environment for all students. By following the expectations for student behavior and by understanding the consequences for inappropriate behavior, students can help to ensure that their school is a positive place to learn.

3.7. Additional Information

In addition to this policy, there may be other school-specific policies that address student behavior. Students should be familiar with all the school's policies so that they can understand the expectations and consequences.

If a student has any questions about the school's behavioral policy, they should speak to a teacher, counselor, or other school staff member.

4. Daily Physical Activity Policy

4.1. **Introduction:**

This policy is based on the belief that healthy students can have a better learning process and that school community provides a supportive environment for students to develop positive habits needed for a healthy and active lifestyle.

4.2. **Policy Statement:**

All students enrolled in Al Qaim international school are required to participate in a minimum amount of physical activity each day as outlined in this policy. The policy applies to all grade levels, from kindergarten to Class 9.

4.3. **Objectives:**

4.3.1. Promote physical fitness and overall health among students.

4.3.2. Improve concentration, cognitive abilities, and academic performance.

4.3.3. Encourage teamwork, sportsmanship, and social interactions.

4.3.4. Develop lifelong habits of physical activity and healthy lifestyle.

4.4. **Implementation:**

4.4.1. *Physical Education (PE) Classes:*

4.4.1.1. PE classes will be scheduled regularly throughout the week for all grade levels.

4.4.1.2. Qualified and trained physical education teachers will conduct these classes, ensuring proper instruction and supervision.

4.4.1.3. PE classes will incorporate a variety of activities, such as sports, games, fitness exercises, and team-building exercises.

4.4.1.4. The curriculum will be age-appropriate, progressively challenging, and aligned with educational goals.

4.4.1.5. Students will be assessed based on their participation, effort, skill development, and understanding of key concepts.

4.4.2. Recess and Break Times:

4.4.2.1. Scheduled recess and break times will be provided for students to engage in unstructured physical activities.

4.4.2.2. The duration and frequency of these breaks will be determined based on the age of students and school schedules.

4.4.2.3. Playgrounds and other outdoor spaces will be well-maintained and equipped with age-appropriate equipment.

4.4.2.4. Teachers and staff will actively encourage and supervise student's participation in physical activities during recess and break times.

4.4.3. Extracurricular Activities:

4.4.3.1. Schools will offer a variety of extracurricular physical activities, such as sports teams, clubs, intramural leagues, and gym or fitness classes.

4.4.3.2. These activities will be voluntary but strongly encouraged to provide additional opportunities for students to engage in physical activity beyond regular classes.

4.4.3.3. The school will provide appropriate resources, facilities, and qualified coaches or instructors to support extracurricular activities.

4.4.4. Integration with Academic Curriculum:

4.4.4.1. Teachers will be encouraged to incorporate physical activity breaks into their daily lessons.

4.4.4.2. These breaks can include stretching exercises, movement breaks, or short physical activities that align with the academic subject being taught.

4.4.4.3. Teachers will be provided with resources and training to integrate physical activity into their teaching strategies effectively.

4.5.   Monitoring and Evaluation:

4.5.1. The school administration will monitor compliance with the policy and assess its effectiveness regularly.

4.5.2. Data on student participation, fitness levels, and overall well-being will be collected and analysed.

4.5.3. Feedback from students, teachers, and parents will be sought to evaluate the policy's impact and identify areas for improvement.

4.6.   Communication and Awareness:

4.6.1. The school will communicate this policy to all stakeholders, including students, parents, teachers, and staff.

4.6.2. Parental consent and support will be sought to ensure students' active participation in physical activities.

4.6.3. Regular updates and reminders will be provided through newsletters, school websites, and parent-teacher meetings to reinforce the importance of daily physical activity.

4.7.   Policy Review:

4.7.1. This policy will be reviewed periodically to ensure its alignment with best practices, educational standards, and the changing needs of students.

4.7.2. Necessary revisions and updates will be made based on feedback, research, and emerging trends in physical education and health.

4.8.   Important Note:

4.8.1. At Al Qaim international school, we prioritize the health and well-being of our students through regular physical activity. While every effort is made to ensure a safe environment, it is important to note that participation in physical activities carries inherent risks. As such, Al Qaim international school cannot be held responsible for any injuries that may occur during these activities. We strongly encourage parents or legal guardians to provide consent and acknowledge these risks before their child's participation. Our dedicated staff takes precautions to minimize the risk of injuries, provide supervision, and follow safety guidelines. We appreciate your cooperation and understanding as we strive to promote a culture of physical fitness and well-being among our students.

4.8.2. By implementing this Daily Physical Activity Policy, Al Qaim international school aims to foster a culture of physical fitness, well-being, and academic excellence among its students.

5. Prayer Room Policy

5.1. **Introduction:**

The purpose of this policy is to establish guidelines and procedures for the use of a designated prayer room within the Al Qaim International School premises. It aims to promote religious inclusivity, respect diverse beliefs, and provide a quiet space for students to engage in personal prayer or reflection.

5.2. **Policy Statement:**

Al Qaim International School is committed to accommodating the religious needs of its students by providing a designated prayer room. This policy ensures that students have a safe and respectful environment to engage in personal religious practices.

5.3. **Objectives:**

5.3.1. Foster religious inclusivity and respect for diverse beliefs within the Al Qaim International School community.

5.3.2. Provide a quiet and appropriate space for students to engage in personal prayer or reflection.

5.3.3. Create an atmosphere of tolerance and understanding among students from different religious backgrounds.

5.3.4. Promote a sense of well-being and spiritual development among students.

5.4. **Designated Prayer Room:**
5.4.1. *Location and Facilities:*

5.4.1.1. A specific room within the Al Qaim International School premises is designated as a prayer room.

5.4.1.2. The prayer room is easily accessible, well-maintained, and equipped with appropriate seating, prayer mats, and storage for personal belongings.

5.4.1.3. Adequate lighting and ventilation is ensured to create a comfortable environment.

5.4.2. *Availability:*
5.4.2.1. The prayer room is accessible to students of all religious backgrounds during designated hours.

5.4.2.2. The Al Qaim International School has established a schedule or rotation system to allow equitable access to the prayer room.

5.4.3. *Quiet and Respectful Environment:*
5.4.3.1. Students using the prayer room is expected to maintain a quiet and respectful atmosphere.

5.4.3.2. Noise levels should be kept to a minimum to ensure an environment conducive to prayer and reflection.

5.4.3.3. Students using the prayer room are encouraged to respect the religious practices of others and refrain from any behavior that may disrupt or disrespect others' beliefs.

5.4.4. *Consequences in case of non-compliance:*
5.4.4.1. Contact the parents.

5.4.4.2. Send a letter of concern.

5.4.5. **The steps below will help you (students) remain quiet:**
5.4.5.1. When you enter the prayer room, sit, and remember Allah secretly.

5.4.5.2. Use this space and time to disconnect from your surroundings and think about your prayers.

5.4.5.3. Pray quietly to ensure that this place remains serene.

5.4.5.4. When you are done praying, put on your shoes and go back to class calmly with minimal disturbance.

5.4.6. Supervision and Security:

5.4.6.1. The Al Qaim International School provides appropriate supervision or monitoring to ensure the safety and security of students using the prayer room.

5.4.6.2. Security measures, such as surveillance cameras or restricted access, may be implemented to ensure the safety and privacy of students.

5.4.7. Non-Discrimination and Inclusivity:

5.4.7.1. The use of the prayer room is open to all students, regardless of their religious affiliation.

5.4.7.2. No student shall be discriminated against or subjected to any form of harassment based on their religious beliefs or practices.

5.5. Guidelines for Use:

5.5.1. Respectful Conduct:

5.5.1.1. Students using the prayer room are expected to conduct themselves in a respectful and considerate manner towards others.

5.5.1.2. Any behavior that is disruptive, offensive, or violates Al Qaim International School policies has not be tolerated.

5.5.2. Personal Responsibility:

5.5.2.1. Students are responsible for bringing their own prayer mats and personal belongings. Some are provided and are left in the prayer room.

5.5.2.2. The Al Qaim International School is not responsible for the loss or damage of any personal items left unattended.

5.5.3. Time Management:

5.5.3.1. Students should manage their time effectively to ensure that their use of the prayer room does not interfere with their

academic responsibilities or other Al Qaim International School activities. Students can leave their classrooms to go pray with their teacher's consent.

5.6.   Communication and Awareness:

5.6.1.   The Al Qaim International School communicates the availability and guidelines of the prayer room to all students, parents, teachers, and staff.

5.6.2.   Information about the prayer room, including its location, operating hours, and guidelines, is provided through Al Qaim International School announcements, newsletters, and the Al Qaim International School's website.

5.7.   Policy Review:

5.7.1.   This policy is periodically reviewed to ensure its alignment with best practices, legal requirements, and the evolving needs of the Al Qaim International School community.

5.7.2.   Feedback from students, parents, teachers, and staff is sought to evaluate the policy's effectiveness and identify areas for improvement.

6. Electronic Device (Cell Phone) Usage Policy

6.1.   **Introduction:**

The purpose of this policy is to establish guidelines and expectations regarding the use of electronic devices, specifically cell phones, within the school premises. It aims to promote a safe and focused learning environment while ensuring responsible and appropriate use of technology.

6.2.   **Policy Statement:**

Al Qaim International School recognizes the educational value and convenience of electronic devices, but also acknowledges the potential distractions they can pose. This policy outlines the rules and regulations for cell phone usage to maintain a productive and respectful school environment.

6.3.   **Objectives:**

6.3.1. Minimize distractions and disruptions during instructional time.

6.3.2. Ensure the safety and well-being of students by establishing guidelines for responsible device use.

6.3.3. Promote digital citizenship and responsible technology usage.

6.3.4. Safeguard students from inappropriate content and cyberbullying.

6.4.   **Cell Phone Usage Guidelines:**

Cell phones and other electronic devices are NOT to be used during school hours. However, each teacher has the right to permit the use of Electronic Devices for instructional purposes only and during his/her class time only.

6.5. Consequences of Violation:

Incidence	Consequence
First	The cell phone/electronic device will be confiscated by the teacher / coordinator for the remainder of the day. The phone/device will be returned to the student at the end of that school day after signing the Electronic Device Contract. The parents will be informed about this incident and about
Second	Cell phones/electronic devices will be confiscated into the care of school administration until a parent/guardian comes to school for a conference to review the school policy regarding electronics, and to collect the device. Parents/guardians must then sign a form stating that they understand that any subsequent violations will result in the student losing the privilege of having a cell phone/electronic device at school for one week. The cell phone/electronic device will be returned to the parent at that time.
Third	Cell phones/electronic devices will be confiscated into the care of school administration for one week. After one week, the parents/guardians must come to school to collect the device and sign an Electronic Device Contract which states that any incident after the third situation will result in loss of privilege of having the electronic device at school for one month

7. Late/Missed Assignment Policy

7.1.   Introduction

The purpose of this policy is to establish guidelines and expectations regarding late or missed assignments at Al Qaim International School. It aims to promote accountability, time management skills, and academic responsibility among students while maintaining fairness and consistency in assessment.

7.2.   Policy Statement:

Al Qaim International School recognizes the importance of timely completion and submission of assignments. This policy outlines the procedures and consequences for late or missed assignments to ensure academic integrity and support student success.

7.3.   Objectives:

7.3.1.   Foster a sense of responsibility and accountability in meeting assignment deadlines.

7.3.2.   Encourage students to develop effective time management and organizational skills.

7.3.3.   Maintain consistency and fairness in assessment and grading.

7.3.4.   Provide opportunities for students to learn from their mistakes and improve their academic performance.

7.4.   Late Assignment Guidelines:

7.4.1.   Deadline and Submission:

7.4.1.1. Assignments are expected to be submitted by the designated deadline provided by the teacher.

7.4.1.2. Students are responsible for understanding and adhering to the specific submission requirements, formats, and platforms communicated by the teacher.

7.4.2. Late Submission:

7.4.2.1. Late assignments may be accepted, but with a penalty applied to the grade.

7.4.2.2. The penalty for late submissions will be communicated by the teacher and may vary depending on the length of the delay.

7.4.3. Late Assignment Consequences:

7.4.3.1. In the case of late submissions, a percentage or letter grade deduction may be applied per day or as determined by the teacher.

7.4.3.2. The maximum grade that can be attained for a late assignment will be determined by the teacher and communicated to the students.

7.4.4. Missed Assignments:

7.4.4.1. If a student fails to submit an assignment within an extended period beyond the deadline, the assignment may be considered missed.

7.4.4.2. Missed assignments may result in more significant consequences, such as a lower grade, zero points, or an opportunity to make up the assignment within a specified timeframe.

7.4.4.3. Wherein the teacher's professional judgment it is appropriate to do so, several strategies may be used to help prevent and/or address late and missed assignments. They include:

1. Ask the student to clarify the reason for not completing the assignment.

2. Helping students develop better time-management skills.

3. Planning for major assignments to be completed in stages so that students are less likely to face an all-or-nothing situation at the last minute.

4. Maintaining ongoing communication with students and/or parents about due dates and late assignments and scheduling conferences with parents if the problem persists

5. Taking into consideration legitimate reasons for missed deadlines.

6. Using counseling or peer tutoring to try to deal positively with problems.

7. Holding teacher-student conferences

8. Reviewing the need for extra support for English language learners

9. Reviewing whether students require special education services.

10. Requiring the student to work with a school team to complete the assignment.

11. Have students complete the work after school or during lunch under supervision.

12. Provide alternative assignments or exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.

7.5.   **Excused Absences and Make-up Assignments:**

7.5.1.   *Excused Absences:*

    7.5.1.1. Students with excused absences, such as illness or other approved reasons, may be given an extended deadline or an opportunity to make up missed assignments without penalty.

    7.5.1.2. The school's attendance policy and guidelines for excused absences will determine the eligibility for extension or make-up assignments.

7.5.2.   *Make-up Assignments:*

    7.5.2.1. Students who missed an assignment due to an excused absence or approved reason should promptly communicate with the teacher to discuss and arrange a make-up assignment.

    7.5.2.2. The teacher will provide a reasonable timeframe for completing the make-up assignment, considering the student's circumstances and the curriculum requirements.

7.6.   **Communication and Awareness:**

    7.6.1.   The school will communicate this policy to all stakeholders, including students, parents, teachers, and staff.

    7.6.2.   Students and parents will be required to review and acknowledge the policy, indicating their understanding of the expectations and consequences for late or missed assignments.

7.7.   **Policy Review:**

    7.7.1.   This policy will be periodically reviewed to ensure its alignment with best practices, educational standards, and the changing needs of the school community.

    7.7.2.   Feedback from students, parents, teachers, and staff will be sought to evaluate the policy's effectiveness and identify areas for improvement.

By implementing this Late/Missed Assignment Policy, Al Qaim International School aims to foster academic responsibility, time management skills, and fairness in the assessment process while providing appropriate opportunities for students to learn and succeed.

8. Nutritional and Birthday Policy

8.1. Introduction

The purpose of this policy is to establish guidelines for nutritional practices and birthday celebrations in Al Qaim International School that are under Islamic principles and teachings. It aims to promote a healthy and inclusive environment while respecting the religious beliefs of the Muslim community.

8.2. Nutritional Policy

8.2.1. Objective:

8.2.1.1. The objective of the nutritional policy is to promote healthy eating habits among students, follow Islamic dietary guidelines, and respect Islamic dietary restrictions.

8.2.2. Halal Food Options:

8.2.2.1. The school cafeteria and vending machines will offer a variety of halal food options that meet or exceed local health guidelines.

8.2.2.2. Emphasis will be placed on providing balanced meals with a focus on whole grains, fruits, vegetables, lean proteins, and dairy products.

8.2.3. Prohibition of Haram Foods:

8.2.3.1. Foods that are considered haram (forbidden) in Islam, such as pork, alcohol, and non-halal meat, will be strictly prohibited in all school-provided meals and snacks.

8.2.3.2. The sale or provision of any food or beverage containing haram ingredients or additives will not be allowed within the school premises.

8.2.4. Nutrition Education:

8.2.4.1. The school will incorporate Islamic teachings related to nutrition and dietary guidelines into the curriculum.

8.2.4.2. Students will be educated about the importance of consuming halal and healthy foods, making informed choices, and maintaining a balanced diet according to Islamic principles.

8.3. Birthdays Policy

8.3.1. Objective:
8.3.1.1. The objective of the birthday policy is to provide guidelines for celebrating birthdays in a manner consistent with Islamic teachings and practices.

8.3.2. Treats to celebrate a birthday
8.3.2.1. Students are allowed to celebrate their birthday at school by bringing treats to share. The treats must be prepackaged to be accepted. No homemade treats will be given to any student for any birthday celebration. Treats must also be nut-free.

8.3.3. Islamic Educational Activities:
8.3.3.1. Islamic-themed educational activities can be organized to celebrate students' birthdays and enhance their understanding of Islamic values and teachings.

8.3.3.2. This may include sharing Islamic stories, reciting Quranic verses, engaging in acts of charity, or organizing Islamic art and craft projects.

8.3.4. Respect for Individual Choices:
8.3.4.1. Students who choose not to participate in birthday celebrations due to personal beliefs or practices should be respected and not compelled to engage in activities that contradict their religious convictions.

8.3.4.2. Teachers and staff should ensure that no one feels excluded or pressured to participate in activities that go against their Islamic beliefs.

8.4. **Communication and Awareness:**

8.4.1. The school will communicate this policy to all stakeholders, including students, parents, teachers, and staff, emphasizing the Islamic dietary guidelines and the appropriate celebration of birthdays.

8.4.2. Parents will be encouraged to communicate their preferences and provide any necessary information regarding their child's dietary restrictions or religious considerations.

8.5. **Policy Review:**

8.5.1. This policy will be periodically reviewed to ensure its alignment with Islamic principles, educational standards, and the school community's needs.

8.5.2. Feedback from students, parents, teachers, and staff will be sought to evaluate the policy's effectiveness and identify areas for improvement.

9. School Programs Policy

9.1.   Introduction

The School Program Policy outlines the guidelines and procedures for organizing and implementing various programs and activities within Al Qaim International School. It aims to ensure the smooth and efficient execution of programs while prioritizing the well-being and safety of students.

9.2.   Program Objectives:

9.2.1.   The school programs aim to enhance students' educational experience, promote holistic development, and foster a sense of community and engagement.

9.2.2.   Programs may include academic, extracurricular, cultural, sporting, and community service activities.

9.3.   Program Planning and Approval:

9.3.1.   School's principal and teachers should inform the social media team of Al Qaim International School about any event at least seven days before the event.

9.3.2.   Program proposals must be submitted to the designated authority for approval, outlining the objectives, activities, resources required, and expected outcomes.

9.3.3.   Programs involving external individuals or organizations should undergo a thorough vetting process to ensure safety, suitability, and alignment with the school's values.

9.4.   Student Participation:

9.4.1.   Programs should provide opportunities for all students to participate, regardless of their abilities, interests, or backgrounds.

9.4.2.   The school will strive to create an inclusive environment, accommodating the diverse needs and preferences of students.

9.4.3.   Students may have the option to voluntarily participate in programs while ensuring that participation does not unduly burden them academically or emotionally.

9.5.   Safety and Well-being:
9.5.1.   The school will prioritize the safety and well-being of students during all programs.

9.5.2.   The confidentiality of Al Qaim students must be protected. This means that the full names of students, student photos, and samples of their schoolwork are not to be posted without written approval from the student's parent or guardian.

9.5.3.   Qualified staff members or external experts may be engaged to supervise and ensure the safety of students during program activities.

9.5.4.   It is recommended that teachers who take photos of any in-class or outdoor school activities use the Al Qaim School folder and share activities with the social media team of Al Qaim School.

9.6.   Parental Consent and Communication:
9.6.1.   Parental consent will be sought for students' participation in programs, especially those outside of regular school hours or involving off-campus activities.

9.6.2.   Clear and timely communication will be provided to parents regarding program details, objectives, expectations, logistics, and safety measures.

9.6.3.   Parents will be encouraged to engage in open communication with the school, providing feedback or expressing any concerns related to the programs.

9.7.   Evaluation and Feedback:
9.7.1.   Program evaluations will be conducted to assess the effectiveness, impact, and areas for improvement.

9.7.2. Feedback from students, parents, teachers, and staff will be sought to evaluate the success of the programs and identify opportunities for enhancement.

9.7.3. Program modifications or adjustments may be implemented based on the feedback received.

9.8.   Policy Review:

9.8.1. This policy will be periodically reviewed to ensure its alignment with educational objectives, regulatory requirements, and the evolving needs of the school community.

9.8.2. Feedback from stakeholders will be considered during policy reviews to enhance the effectiveness and relevance of the programs.

By implementing the School Program Policy, Al Qaim International School aims to provide enriching and engaging programs that support the holistic development of students while prioritizing their safety, well-being, and active participation.

10. Student Awards Policy

10.1. **Introduction:**

The Student Award Policy outlines the guidelines and criteria for recognizing and awarding students' achievements, efforts, and contributions within Al Qaim International School. It aims to promote a culture of excellence, motivation, and recognition, fostering a positive learning environment for all students.

10.2. **Objectives:**

10.2.1. To acknowledge and celebrate students' achievements in academics, extracurricular activities, character development, leadership, and community service.

10.2.2. To encourage and motivate students to strive for personal growth, continuous improvement, and the pursuit of excellence.

10.2.3. To promote a fair and transparent award system that recognizes diverse talents, efforts, and contributions.

10.2.4. We would like to incentivize our students to perform to the best of their abilities during the school year. Throughout the school year, students will be reminded of the criteria for winning an award. Classroom and subject teachers will present their recommendations for the award winners.

10.3. **Award Categories:**

- Principal's Award (90% or higher)

- Honor Roll (80% - 89%)

- Most Improved (ELA, Math, Science, Social)

- Most Improved (Quran, Arabic, Islamic Studies)

- Service Award (School)

- Service Award (Community)

10.4.   Award Criteria and Selection Process:

10.4.1. Clear and transparent criteria will be established for each award category, outlining the specific requirements and expectations for eligibility.

10.4.2. Selection committees comprising teachers, administrators, and relevant stakeholders will be formed to assess nominations and determine award recipients.

10.4.3. The selection process will consider factors such as academic performance, demonstrated skills, leadership qualities, character traits, community involvement, and adherence to school values.

10.4.4. Confidentiality and impartiality will be maintained during the selection process to ensure fairness and equal opportunities for all students.

10.5.   Award Presentation and Recognition:

10.5.1. Awards will be presented at designated ceremonies, assemblies, or events, with appropriate recognition and celebration.

10.5.2. Awards will be given during the assemblies at the end of the year.

10.5.3. Parents will be informed of the dates, times, and if their child is being recognized with an award. Parents/guardians are encouraged to attend and celebrate student successes.

10.5.4. The school will publicize and acknowledge award recipients through school publications, newsletters, website announcements, or social media platforms.

10.5.5. Award recipients may receive certificates, plaques, trophies, or other tangible tokens of recognition, depending on the nature and significance of the award.

10.6.   Appeals and Disputes:

10.6.1. Students or parents who have concerns or wish to appeal award decisions may follow a designated process for submitting their grievances.

10.6.2. The school will ensure a fair and impartial appeals process, providing an opportunity for a thorough review and resolution of disputes.

10.7.   Policy Review:

10.7.1. This policy will be periodically reviewed to ensure its alignment with educational objectives, fairness, and the evolving needs of the school community.

10.7.2. Feedback from stakeholders will be considered during policy reviews to enhance the effectiveness and relevance of the student award system.

By implementing the Student Award Policy, Al Qaim International School aims to recognize and celebrate students' achievements, efforts, and contributions, fostering a culture of excellence, motivation, and recognition within the school community.

11. After-School Policy

11.1.   Introduction:

The After-School Policy prioritizes the safety and well-being of students during after-school hours within Al Qaim International School. It establishes guidelines and procedures to ensure a secure environment and protect students from potential risks.

11.2.   Supervision and Staffing:

11.2.1.   Trained and qualified staff members will be present during after-school activities to provide supervision and ensure student safety.

11.2.2.   The school will maintain an appropriate student-to-staff ratio to effectively monitor and respond to the needs of students.

11.2.3.   Staff members will receive regular training on safety protocols, emergency procedures, and risk management.

11.2.4.   Student safety is one of our highest priorities. Therefore, we make every effort to ensure that all students are under appropriate supervision until they return to you at the end of their school day. Students are expected to be at school no earlier than 8:30 am and should be picked up no later than 3:15 pm. Please ensure that your child is at school when staff is present and therefore able to supervise. These timings are crucial to adhere by.

11.3.   Emergency Preparedness:

11.3.1.   The school will develop and regularly review emergency response plans, including procedures for handling accidents, injuries, medical emergencies, and evacuations.

11.3.2.   Staff members will be trained in first aid and CPR, and emergency contact information for students will be readily available.

11.4.   Communication and Parental Involvement:

11.4.1.   Parents or guardians will be provided with clear and up-to-date information regarding after-school activities, schedules, and any changes or cancellations.

11.4.2. Open channels of communication will be maintained between parents, teachers, and staff to address any concerns or issues related to after-school programs or student safety.

11.5.   Policy Review:

11.5.1. This policy will be periodically reviewed to ensure its alignment with safety regulations, educational standards, and the evolving needs of the school community.

11.5.2. Feedback from students, parents, teachers, and staff will be considered during policy reviews to enhance the effectiveness and relevance of the after-school safety measures.

By implementing the After-School Policy with a focus on student safety, Al Qaim International School aims to provide a secure and supportive environment during after-school hours, ensuring the well-being of students and promoting their overall development.

12. Bus Transportation Policy

12.1.   Introduction:

The Bus Transportation Policy establishes guidelines and procedures for safe and efficient transportation of students using school-provided bus services within Al Qaim International School. It aims to ensure the well-being and safety of students during their commute to and from school.

12.2.   Eligibility and Enrollment:

12.2.1. Students eligible for bus transportation will be determined based on factors such as distance from the school, availability of safe walking routes, and transportation regulations.

12.2.2. Parents or guardians will be required to complete an enrollment process to register their child for bus transportation services.

12.3.   Fees Structure:

12.3.1. Transportation is provided to students as a private fee for service. Transportation fees are calculated on an annual basis.

12.4.   Bus Routes and Schedules:

12.4.1. Bus routes and schedules will be established to ensure timely pick-up and drop-off of students at designated locations.

12.4.2. For morning pickups, students must be on time at their designated stop. The buses will immediately leave.

12.4.3. Upon arrival at school, students go to the gym directly for morning prayers.

12.4.4. The school will communicate bus route information, pick-up/drop-off times, and any changes or delays to parents, students, and relevant staff members.

12.5. Safety Measures:

12.5.1. The school will adhere to all applicable safety regulations and guidelines for school bus transportation.

12.5.2. Buses will be regularly inspected for safety, maintenance, and cleanliness, and will meet the required standards and certifications.

12.5.3. Buses will be equipped with safety features such as seat belts, emergency exits, first aid kits, and communication devices.

12.6. Qualified Drivers and Staff:

12.6.1. Bus drivers and attendants will undergo thorough background checks and possess the necessary qualifications, including a valid driver's license and relevant certifications.

12.6.2. Drivers and attendants will receive regular training on safe driving practices, emergency procedures, student management, and customer service

12.7. Student Conduct and Discipline:

12.7.1. Students using bus transportation will be expected to follow a code of conduct that ensures a safe and respectful environment for all passengers.

12.7.2. The school's disciplinary policies will apply to behavior on buses, and any violations will be addressed promptly and appropriately.

12.7.3. Bus drivers will fill misconduct forms for students that do not follow the bus rules or are disrespectful to them. After one misconduct, a copy will be kept at school and another sent home.

12.7.4. After a second misconduct, parents will be contacted directly by the principal.

12.7.5. After the third misconduct, the student will be expelled from the bus for a duration of three (3) days and parents will be contacted by the principal.

12.8.   Emergency Preparedness:

12.8.1.   Drivers and attendants will be trained in emergency procedures, including evacuation plans, communication protocols, and first aid response.

12.8.2.   Emergency contact information for students will be readily available on each bus, and drivers will be responsible for ensuring the safety and well-being of students during emergencies.

12.9.   Communication and Feedback:

12.9.1.   The school will establish effective communication channels between parents, drivers, attendants, and relevant staff members to address any concerns, queries, or incidents related to bus transportation.

12.9.2.   Regular feedback from parents and students will be encouraged to evaluate the quality and effectiveness of bus transportation services.

12.10.   Policy Review:

12.10.1. This policy will be periodically reviewed to ensure its alignment with safety regulations, transportation guidelines, and the evolving needs of the school community.

12.10.2. Feedback from stakeholders, including parents, students, drivers, and staff, will be considered during policy reviews to enhance the safety and efficiency of bus transportation services.

By implementing the Bus Transportation Policy, Al Qaim International School aims to provide a safe and reliable transportation service for students, ensuring their well-being and convenience during their commute to and from school.

13. Field Trips Policy

13.1.   Introduction:

The Field Trip Policy outlines the guidelines and procedures for organizing and conducting educational field trips within Al Qaim International School. It aims to enhance students' learning experiences, promote personal and social development, and ensure their safety and well-being during off-campus activities.

13.2.   Objectives:

13.2.1. To provide students with practical learning opportunities beyond the classroom, enriching their educational experience and fostering a deeper understanding of the curriculum.

13.2.2. To promote students' personal growth, critical thinking, problem-solving skills, and cultural awareness through experiential learning.

13.2.3. To ensure the safety, security, and welfare of students during field trips through proper planning, risk assessment, and supervision.

13.3.   Authorization and Approval:

13.3.1. Field trips must be authorized and approved by the school administration, ensuring alignment with educational objectives, curriculum relevance, and student safety.

13.3.2. Field trip proposals must be submitted in advance, detailing the objectives, destination, activities, transportation, supervision, and risk management strategies.

13.4.   Risk Assessment and Mitigation:

13.4.1. Prior to the field trip, a comprehensive risk assessment will be conducted to identify potential hazards and develop appropriate risk mitigation strategies.

13.4.2. Safety measures, including emergency procedures, medical considerations, and supervision protocols, will be established to address potential risks and ensure student well-being.

13.5.   Parental Consent and Communication:

13.5.1.   Students will participate in three to five field trips during the school year.

13.5.2.   Parental consent forms and fees will be obtained for the field trip, including detailed information about the trip, its purpose, destination, and any associated risks, and must be signed/returned for the student to participate.

13.5.3.   Clear and timely communication will be provided to parents regarding the field trip's objectives, itinerary, logistics, transportation arrangements, safety measures, and emergency contact information.

13.5.4.   The homeroom teacher may send one parental consent form for scheduled and unscheduled walking field trips in the neighborhood during the school year. Field trips are another great opportunity for parents/guardians to volunteer.

13.6.   Supervision and Staffing:

13.6.1.   Trained and qualified staff members, including teachers and designated supervisors, will accompany students during field trips to ensure their safety, well-being, and behavior management.

13.6.2.   The appropriate student-to-staff ratio will be maintained, considering the age and needs of the students and the nature of the field trip.

13.7.   Transportation and Logistics:

13.7.1.   Adequate transportation arrangements will be made for field trips, ensuring compliance with transportation regulations, vehicle safety, and driver qualifications.

13.7.2.   Transportation providers will be vetted to ensure reliability, safety, and adherence to relevant regulations.

13.8.   Emergency Preparedness:

13.8.1. Field trip supervisors will be trained in first aid, emergency response, and communication protocols.

13.8.2. Each field trip group will have access to emergency contact information, first aid kits, and any necessary medications or medical information for students with specific needs.

13.9.   Code of Conduct and Behavioral Expectations:

13.9.1. Students will be expected to adhere to the school's code of conduct and behavioral expectations during field trips, respecting local customs, laws, and the environment.

13.9.2. Any violations of the code of conduct will be addressed promptly and in accordance with the school's disciplinary policies.

13.10.   Evaluation and Reflection:

13.10.1. Field trips will be evaluated to assess their educational effectiveness, alignment with learning outcomes, and overall student experiences.

13.10.2. Feedback from students, parents, and staff will be collected to improve future field trips and enhance the learning opportunities provided.

13.11.   Policy Review:

13.11.1. This policy will be periodically reviewed to ensure its alignment with educational objectives, regulatory requirements, and the evolving needs of the school community.

13.11.2. Feedback from stakeholders will be considered during policy reviews to enhance the effectiveness and safety of field trips.

By implementing the Field Trip Policy, Al Qaim International School aims to provide enriching educational experiences for students beyond the classroom while prioritizing their safety, well-being, and learning outcomes.

14. Inclusive Education & Learning Commons Policy

14.1.   Introduction:

The Inclusive Education Policy affirms Al Qaim International School's commitment to providing an inclusive and equitable learning environment for all students, regardless of their diverse abilities, backgrounds, or characteristics. It aims to ensure that every student has equal access to quality education, fostering a sense of belonging, respect, and empowerment within the school community. Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting, demonstrating universal acceptance of, and belonging for all children and students.

14.2.   Guiding Principles:

14.2.1.   Equal Opportunity: Every student, regardless of their abilities, will be provided with equal opportunities to participate in and benefit from all aspects of the educational program.

14.2.2.   Respect and Dignity: All students will be treated with respect, dignity, and fairness, embracing their individuality and valuing their unique contributions.

14.2.3.   Individualized Support: Students with diverse learning needs will receive appropriate and individualized support to promote their academic, social, emotional, and physical development.

14.2.4.   Collaboration and Partnership: Parents, guardians, educators, support staff, and relevant stakeholders will collaborate to create an inclusive educational environment that meets the needs of all students.

14.3.   Access to Education:

14.3.1.   Non-Discrimination: Admission, enrollment, and participation in educational programs will not be denied based on race, color, gender, religion, disability, or any other protected characteristic.

14.3.2. Reasonable Accommodations: Reasonable accommodations and adjustments will be made to ensure equal access to education and learning resources for students with disabilities or diverse learning needs.

14.3.3. Universal Design for Learning (UDL): Instructional practices and materials will be designed and implemented using UDL principles to meet the diverse needs of all students.

14.4. Individualized Education Plans (IEPs):

14.4.1. Students with disabilities or unique learning needs may have an Individualized Education Plan (IEP) developed in collaboration with parents, educators, and relevant specialists.

14.4.2. IEPs will outline specific goals, accommodations, modifications, and support services to facilitate the student's educational progress and inclusion within the general education setting.

14.5. Qualified and Supportive Staff:

14.5.1. Teachers and support staff will receive professional development and training on inclusive education strategies, understanding diverse learning needs, and implementing inclusive practices.

14.5.2. Additional support personnel, such as special education teachers, counselors, and therapists, will be available to provide specialized assistance and services to students with diverse needs.

14.6. Curriculum and Instruction:

14.6.1. The curriculum will be designed to be inclusive, reflective of diversity, and culturally responsive, incorporating a wide range of teaching and assessment methods to accommodate different learning styles and abilities.

14.6.2. Differentiated instruction and personalized learning approaches will be employed to address the unique needs and abilities of individual students.

14.7.   Social and Emotional Support:

14.7.1.   A supportive and inclusive school culture will be fostered, promoting positive relationships, empathy, and acceptance among students.

14.7.2.   Social-emotional learning programs, counseling services, and peer support initiatives will be available to support student's social and emotional development.

14.8.   Collaborative Partnerships:

14.8.1.   The school will collaborate with parents, guardians, and external support services to ensure effective communication, shared decision-making, and coordinated support for students with diverse needs.

14.8.2.   Community engagement and involvement will be encouraged to foster inclusive practices and a sense of belonging among students.

14.9.   Monitoring and Evaluation:

14.9.1.   The school will regularly monitor and evaluate the effectiveness of inclusive education practices, considering feedback from students, parents, staff, and relevant stakeholders.

14.9.2.   Data on student progress, participation, and outcomes will be collected and analyzed to identify areas for improvement and inform decision-making.

14.10.   Policy Review:

14.10.1. This policy will be periodically reviewed to ensure its alignment with legal requirements, educational best practices, and the evolving needs of the school community.

14.10.2. Feedback from stakeholders, including students, parents, educators, and support staff, will be considered during policy reviews to enhance the inclusivity and effectiveness of the educational program.

15. Homework Policy

15.1.   Introduction:

The Homework Policy outlines the guidelines and expectations for assigning, completing, and managing homework assignments within Al Qaim International School. It aims to support students' learning, reinforce classroom instruction, promote responsibility and time management skills, and ensure a healthy balance between academic work and other aspects of their lives.

15.2.   Purpose of Homework:

15.2.1. Homework extends classroom learning, allowing students to practice and reinforce concepts, develop independent study habits, and deepen their understanding of the subject matter.

15.2.2. It provides opportunities for students to demonstrate their knowledge, critical thinking, problem-solving, and organizational skills.

15.3.   Homework Guidelines:

15.3.1. Assignments will be purposeful, relevant, and aligned with learning objectives, ensuring their value in supporting students' academic progress.

15.3.2. Homework assignments will be differentiated to accommodate the diverse needs and abilities of students, providing appropriate challenges and support as necessary.

15.3.3. Teachers will provide clear instructions, expectations, and due dates for each assignment, allowing students to plan their time effectively.

15.4.   Reasonable Workload and Time Expectations:

15.4.1. The amount of homework assigned will be reasonable and age-appropriate, considering the developmental needs and extracurricular commitments of students.

15.4.2. Teachers will provide a guideline for the expected time to complete assignments, considering individual differences and the complexity of tasks.

- ➢ Kindergarten and grade one parent should read with their children daily.

- ➢ Students in Grades 1 – 3 should spend 10 to 30 minutes on homework and lessons.

- ➢ Students in Grades 4 – 6 should spend about 30 – 40 minutes on homework and lessons.

- ➢ Students in Grades 7 – 9 should spend about 45 minutes to an hour on homework and lessons.

15.5. Parent and Guardian Role:

15.5.1. Parents and guardians are encouraged to support their child's homework completion by providing a conducive environment, establishing a routine, and monitoring their progress.

15.5.2. They should communicate with teachers regarding any concerns or challenges their child may be facing in relation to homework.

15.6. Support and Resources:

15.6.1. Teachers will be available to clarify homework instructions, answer questions, and provide necessary support during designated times.

15.6.2. Additional resources, such as textbooks, online platforms, or reference materials, may be recommended to enhance students' understanding and completion of assignments.

15.7. Homework Completion and Evaluation:

15.7.1. Students are expected to complete homework assignments to the best of their ability, meeting the specified requirements and deadlines.

15.7.2. Teachers will provide constructive feedback, assess the quality of work, and incorporate homework into the overall grading system, when appropriate.

15.8.   Flexibility and Individual Circumstances:

15.8.1. Teachers will consider individual circumstances and provide flexibility for students who may require additional time or support to complete homework due to factors such as learning differences, family responsibilities, or extenuating circumstances.

15.8.2. Communication between students, parents, and teachers is essential to address such situations and determine appropriate accommodations.

15.9.   Well-Being and Balance:

15.9.1. The school recognizes the importance of student well-being and promotes a healthy balance between academic work, extracurricular activities, family time, and personal interests.

15.9.2. Students are encouraged to manage their time effectively, prioritize tasks, and seek assistance if they feel overwhelmed.

15.10.   Policy Review:

15.10.1. This policy will be periodically reviewed to ensure its alignment with educational goals, best practices, and the evolving needs of the school community.

15.10.2. Feedback from students, parents, teachers, and stakeholders will be considered during policy reviews to enhance the effectiveness and relevance of homework assignments.

By implementing the Homework Policy, Al Qaim International School aims to foster students' academic growth, responsibility, and independent learning skills while promoting a healthy balance in their lives.

16. Visitors' Policy

16.1.   **Introduction:**

The Visitors Policy outlines the guidelines and procedures for parents or guardians visiting Al Qaim International School. It aims to ensure a safe, organized, and conducive environment for students' education while fostering positive and productive partnerships between the school and parents/guardians.

16.2.   **Purpose of Parent Visits:**

16.2.1. Parents or guardians are encouraged to visit the school to participate in school activities, meetings, and events, and to engage with their child's educational journey.

16.2.2. Visits provide opportunities for parents/guardians to communicate with teachers, gain insights into their child's progress, and support the school's mission.

16.3.   **Registration and Identification:**

16.3.1. Parents or guardians visiting the school must register at the main office or designated visitor check-in area.

16.3.2. A valid form of identification, such as a government-issued ID card, may be required for verification purposes.

16.4.   **Scheduled Visits:**

16.4.1. Parents or guardians are encouraged to schedule visits in advance, particularly for meetings with teachers or staff, to ensure availability and maximize the effectiveness of the visit.

16.4.2. Scheduled visits allow the school to make necessary arrangements and provide appropriate guidance and support.

16.5.   **Access to Campus:**

16.5.1. Parents or guardians will be provided with visitor badges or passes upon check-in, which must be visible at all times while on campus.

16.5.2. Access to certain areas of the school, such as classrooms, may be restricted during instructional hours to minimize disruptions. Visitors are expected to adhere to these restrictions.

16.6.   Code of Conduct:

16.6.1. Parents or guardians are expected to conduct themselves respectfully and professionally during their visit, demonstrating consideration for students, staff, and other visitors.

16.6.2. Disruptive behavior, harassment, or any conduct that may compromise the safety or well-being of others will not be tolerated and may result in the termination of the visit and further actions as deemed necessary.

16.7.   Supervision of Children:

16.7.1. Parents or guardians visiting the school with their children are responsible for supervising them at all times to ensure their safety and prevent disruptions to the learning environment.

16.7.2. Children who are not enrolled students of the school should not be left unattended and should not interfere with classroom activities or other school functions.

16.8.   Confidentiality and Privacy:

16.8.1. Parents or guardians visiting the school are expected to respect the privacy and confidentiality of students and staff.

16.8.2. Discussions or interactions regarding individual students or sensitive school matters should be conducted in private, respecting the privacy rights of others.

16.9.   School Events and Volunteer Opportunities:

16.9.1. Parents or guardians may be invited to attend school events, and workshops, or volunteer in various capacities. Specific guidelines and procedures will be communicated for each event or opportunity.

16.9.2. Parents or guardians that would like to volunteer in our school must provide an updated background check with vulnerable sector prior to volunteering.

16.10.   Policy Review:

16.10.1. This policy will be periodically reviewed to ensure its alignment with legal requirements, school safety measures, and the evolving needs of the school community.

16.10.2. Feedback from parents, staff, and stakeholders will be considered during policy reviews to enhance the effectiveness and efficiency of the visitors' process.

By adhering to the Visitors Policy, Al Qaim International School aims to create a welcoming and secure environment that encourages positive parental involvement, open communication, and collaborative partnerships to support students' academic success and well-being.

17. Media Information Policy

17.1. **Introduction**

The Media Information Policy outlines the guidelines and procedures for sharing school-related activities, events, and information on social media platforms. It aims to ensure responsible and appropriate use of social media while promoting positive engagement with the school community and protecting the privacy and well-being of students, staff, and stakeholders.

17.2. **Purpose of Policy**

17.2.1. Sharing school-related activities and events on social media platforms serves to celebrate achievements, showcase student work, and engage with the broader community.

17.2.2. It allows for increased transparency, communication, and collaboration between the school, parents/guardians, and the public.

17.2.3. Authorized Social Media Channels:

17.2.4. The school will identify official social media channels to be used for sharing information, such as the school's official website, dedicated social media pages, or other approved platforms.

17.2.5. Only designated individuals, such as authorized school personnel, will have access to post on behalf of the school on these channels.

17.3. **Consent and Release:**

17.3.1. Prior written consent will be obtained from parents or guardians, or from adult students themselves, for the use of students' names, photographs, or any identifiable information on social media platforms.

17.3.2. Consent forms will clearly outline the intended use and purpose of sharing information, and individuals will have the right to refuse or withdraw consent at any time.

17.4.   Privacy and Confidentiality:

17.4.1.   Personal information and sensitive data of students, staff, or stakeholders will be handled in accordance with applicable privacy laws and regulations.

17.4.2.   Confidential information, such as academic records or disciplinary matters, will not be shared on social media platforms.

17.5.   Content Selection and Moderation:

17.5.1.   The content shared on social media platforms will be carefully selected to represent a diverse range of school activities, accomplishments, and events.

17.5.2.   Content moderation will be implemented to ensure appropriateness, professionalism, and adherence to the school's values and policies.

17.6.   Responsible Social Media Use:

17.6.1.   The media team responsible for managing the school's social media accounts will maintain professionalism, integrity, and respect in their communications.

17.6.2.   The media team will adhere to the school's acceptable use policies and guidelines, promoting positive engagement, and refraining from sharing offensive, discriminatory, or harmful content.

17.7.   Social Media Guidelines for Staff, Students, and Parents:

17.7.1.   Staff, students, and parents/guardians will be provided with guidelines for responsible social media use when representing or referring to the school on their personal accounts.

17.7.2.   These guidelines will emphasize the importance of maintaining confidentiality, respecting others' privacy, and upholding the school's reputation.

17.8.   Monitoring and Reporting:

17.8.1.   The school will implement monitoring mechanisms to regularly review the content shared on social media platforms, ensuring compliance with the Media Information Policy.

17.8.2.   Any concerns or issues regarding the use of social media platforms should be promptly reported to designated school personnel.

17.9.   Policy Review:

17.9.1.   This policy will be periodically reviewed to ensure its alignment with legal requirements, school safety measures, and the evolving needs of the school community.

17.9.2.   Feedback from parents, staff, and stakeholders will be considered during policy reviews to enhance the effectiveness and efficiency of the visitors' process.

By adhering to the Visitors Policy, Al Qaim International School aims to create a welcoming and secure environment that encourages positive parental involvement, open communication, and collaborative partnerships to support students' academic success and well-being.

18. Suspension policy

18.1.   Suspension

18.1.1. Definitions

Suspension: The term used to describe an action by a principal or teacher authorized under the Education Act s. 36 which temporarily denies a student access to one or more of the following:

- one or more class periods;

- one or more courses;

- school; or

- riding in a school bus.

Note: Although a suspension cannot be appealed, a principal can reinstate a student who has been suspended. (ref: Edmonton Public Schools, https://epsb.ca/ourdistrict/policy/h/hgd-bp/)

18.1.2. Policy around suspension

- A principal can suspend a student if a behavior is recurrent after using all strategies and corrective actions within the school's procedures.

- A suspension can be given to a student that had a severe behaviour that no other lesser consequence can remediate.

- A suspension can be at-home or in-school, depending on what the administration decides.

18.2.   Procedure to inform parents.

18.2.1.   If a decision of suspension is taken by the administration for a student, parents will be informed by email and by phone call.

18.3.   Student's duty on suspension leave.

18.3.1.   During the suspension, students will have to work on different assignments prepared by their teachers. Some of them might be

evaluated and must be submitted at the end of the suspension time.

18.4.   Returning from a suspension.

18.4.1.   If a suspension was at home, the principal will be meeting with the student and his/her parents to discuss new goals. The student has to sign an agreement that rules will be followed, and policy will be adhered to.