



Early Years Family Handbook 2015/2016



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COUNCIL OF
INTERNATIONAL
SCHOOLS



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WELCOME FROM THE HEAD OF EARLY YEARS

We welcome you and your child to our Early Years programme.

The Early Years at Raha International School encompasses Early Years 1, Early Years 2 and Grade 1. These foundation years provide children with experiences which establish their skills to be life long learners. It is for this reason that we, at Raha International School, aim to provide a stimulating and challenging environment to allow your child to develop their own unique self.

Our Early Years programme reflects the belief that children are active learners. They build meaning and understanding through full participation in their learning environments. This child-centred program combines high expectations for each child with respect for individual development.

The young child engages with the world in a direct and interactive manner, and the International Baccalaureate's Primary Years Program (PYP) encourages an active learning approach through which children construct meaning from experience about the social and physical world that surrounds them.

We look forward to joining you on this exciting journey.

Jasmine Taylor
Head of Early Years



WHO IS WHO

Senior Leadership Team

Principal	Wayne MacInnis
Head of Secondary School	Kathryn Simms
Head of Primary	Craig Eldred
Head of Early Years	Jasmine Taylor
Deputy Head of Primary	David Taylor
Diploma Coordinator	Mark Noonan
Middle Years Programme Coordinator	Sharon Thompson
Primary Years Programme Coordinator	David Taylor
Deputy PYP Coordinator	Mary Kay Polly

Pedagogical Administration Team (PAT)

Head of Primary	Craig Eldred
Deputy Head of Primary	David Taylor
PYP Coordinator	David Taylor
Deputy PYP Coordinator	Mary Kay Polly

Early Years Teaching Staff

EY1LE	Lorraine Eldred (Grade Coordinator) Reem Da'abes (Learning Assistant)
EY1JM	Joanne McLeod Suja Lal Franklin (Learning Assistant)
EY1BW	Brittany Walker Nelly Ortega (Learning Assistant)
EY1CT	Claudia Thompson Anna Requimin (Learning Assistant)
EYEG	Emily Glasgo Zoila Tabil (Learning Assistant)

EY1SP	Summer Payne Regina Bisay (Learning Assistant)
EY2KD	Kristina Dossett (Grade Coordinator) Pooja Bhatia (Learning Assistant)
EY2CF	Christina Fraser Nadia Khan (Learning Assistant)
EY2KM	Kerry Mesmer Cynthia Musenda (Learning Assistant)
EY2VK	Vanessa Keenan Debbie McEwan(Learning Assistant)
EY2MV	Margi Victor Sadhana Belur Krishnamurthy
Grade 1EBU	Eileen Butler(Grade Coordinator) Ramni Seghal (Learning Assistant)
Grade 1EM	Elise McLaurin Amy Liao (Learning Assistant)
Grade 1SK	Sean Keddy Chipo Mubwandarikwa (Learning Assistant)
Grade 1JB	Janet Bolitho Maureen Polly (Learning Assistant)
Grade 1TK	Tracy Kilgannon Priscilla Mayibeki (Learning Assistant)
Grade 1EBR	Erin Brubacher Bei Huang (Learning Assistant)

Specialist Staff

Teacher Librarian	Mairi Ogilvie
PE Teachers	Marcus Down and Titty Beltran
Music Teachers	Karen Paige, Christina McAuliffe and Daniel Crowther
Art Teachers	Christina McAuliffe, Lise Farquhar and Mark Ryan

Arabic Team

Arabic A	Nemeh Abdul Aziz (Arabic A coordinator)
Arabic A	Reem Faheem
Arabic A	Hanaa Ahmed El Komy
Islamic	Lina Ezz Dein Aidewik
Islamic	Reham Darim
Islamic	Suha Eloum
Islamic	Manal Abd Elnaser
Arabic B	Ruba Abu-Hijab (Language B coordinator)
Arabic B	Mariam Dawwas
Arabic B	Zikriyat Al Thom
Arabic B	Sanaa Hasayan

Learning Support Team

Special Educational Needs	Leslie Johnson
Special Educational Needs	Johanna Means
Special Educational Needs	Maureen Codisipodi
Special Educational Needs	Nicole Couture

English as an Additional Language Reid McLeod

Counsellor Shawna McGriff

Support Staff

Executive Assistant to the Head of Primary Kirsty deRuyter

EARLY YEARS IN THE PRIMARY YEARS PROGRAM (PYP)

Early Years

The Early Years are for children between the ages of four and seven. These years, often referred to as early childhood, are distinctive in several ways. The rapid rate of development, which occurs in the physical, social, emotional, intellectual and aesthetic domains, is particularly significant. For many children, these years also mark the first transition from home to a group experience outside of the family and to a new physical environment. At the Raha International School (RIS) we strive to make this adjustment as successful as possible by encouraging the development of secure and trusting relationships with new adults and peers.

The young child engages with the world in a direct and interactive manner, and the International Baccalaureate's Primary Years Program (PYP) encourages an active learning approach through which children construct meaning from experience about the social and physical world that surrounds them. When setting the learning goals for the Early Years program, we aim to cover the following areas of learning:

- Personal, social and emotional development;
- Communication, language and literacy;
- Mathematical development;
- Knowledge and understanding the world;
- Physical development;
- Creative development.

The school environment offers a range of clearly defined areas to encourage exploration, investigation and play. These include spaces for reading, writing, art, construction, imaginative play, and science and technology. Children's interactions in and with these spaces stimulate them to become active learners by providing ongoing opportunities for them to:

- Initiate inquiry and ask questions,
- Use materials in flexible and imaginative ways,
- Work cooperatively with others,
- Sustain their interests and extend their knowledge,
- Develop understanding,
- Make choices.

PHILOSOPHY

Early Years Philosophy

At Raha International School, administrators, teachers, parents, and students work as a cooperative team to promote the maximum individual achievement of each student. We believe that play is an essential part of a child's beginning years at the Raha International School and a foundation for future social and academic success. As children grow and develop, we encourage them to become increasingly responsible for their own

behaviour and learning. The Early Years 1 program is designed to encourage a balance of child-initiated and teacher-facilitated activities, taking into account the individuality and diversity of every child as emphasized by the Primary Years Program. Practicing the IB's learner profile, we strive to create eager and active learners, establish appropriate communication skills, build confidence and promote positive self-esteem, while introducing students to all areas of learning through a stimulating environment. We create learning opportunities through play, which sparks children's natural curiosities, interests, and enthusiasm, as well as emphasizing the age-appropriate pace in the development of social and emotional skills. Teachers in the Early Years 1 programs strive to honour these values and goals which are vital for the future success of our students.

Our Early Years 2 program marks the beginning of the formal years of schooling. The obvious difference between Early Year 1 and Years 2 is the decreased emphasis on play and the increased focus on guided inquiry. Grade 1 builds onto this and encourages independent inquiry.

International Baccalaureate (IB) learner profile

We aim to meet the diverse needs of the student—physical, social, intellectual, aesthetic, and culturally through Raha's carefully balanced program designed to provide learning that is **engaging, relevant, challenging** and **significant** learning experiences.

As a PYP school we believe inquiry based learning is the best approach to allow students to be actively involved in their own learning and to take responsibility for that learning. Inquiry allows each student's understanding of the world to develop in a manner and at a rate that is unique to that learner. Inquiry, interpreted in the broadest sense, is the process initiated by the student or the teacher that moves the student from his or her current level of understanding to a new and deeper level of understanding.

Inquiry can take many forms, including:

- exploring, wondering and questioning;
- experimenting and playing with possibilities;
- making connections between previous learning and current learning;
- making predictions and acting purposefully to see what happens;
- collecting data and reporting findings;
- clarifying existing ideas and reappraising perceptions of events;
- deepening understanding through the application of a concept;
- making and testing theories;
- researching and seeking information;
- taking and defending a position;
- solving problems in a variety of ways.

In the PYP, the lively, animated process of inquiry demands that the teacher be a thoughtful participant in, and monitor of, the ongoing exploration and investigations that the students engage in or initiate. In particular, the teachers of Early Years are mindful of the role of the learning environment when presenting stimuli to the students, for them to wonder at, and be curious about, and to stimulate purposeful play; where they practice and refine important skills in each area at their own pace.

What Do We Want For Our Students?

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open-minded

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

Caring

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

Risk-takers

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

Balanced

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

Reflective

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

Education Is a Partnership

As parents, you place incredible trust in our school and its teachers. This trust gives us, as educators, a huge sense of responsibility to ensure we meet the needs of your children. To do this effectively the school needs your support. There are many ways to do this but, critically, the main one is to maintain regular contact with your child's teacher. This does not mean just attending parent/teacher conferences. It means making the school aware of any question, concern or anxiety you may have about any aspects of your child's education.

GENERAL INFORMATION**Using this Handbook**

This handbook is designed to provide parents and students with the information they need regarding the daily routines and guidelines at RIS. The information found in this handbook is in line with Board Policy.

PROFESSIONAL STAFF

The teaching staff is comprised of international professional educators with knowledge and experience in teaching young children. Teachers and their assistants create a positive and motivating classroom environment that promotes achievement and success and, at the same time, nurtures self-reliance, self-discipline, responsibility, and a sense of right and wrong. Teachers are supported by Physical Education (P.E.) teachers, Music teachers, Arabic and Islamic staff as well as the Teacher-Librarian.

THE EARLY YEARS PROGRAM

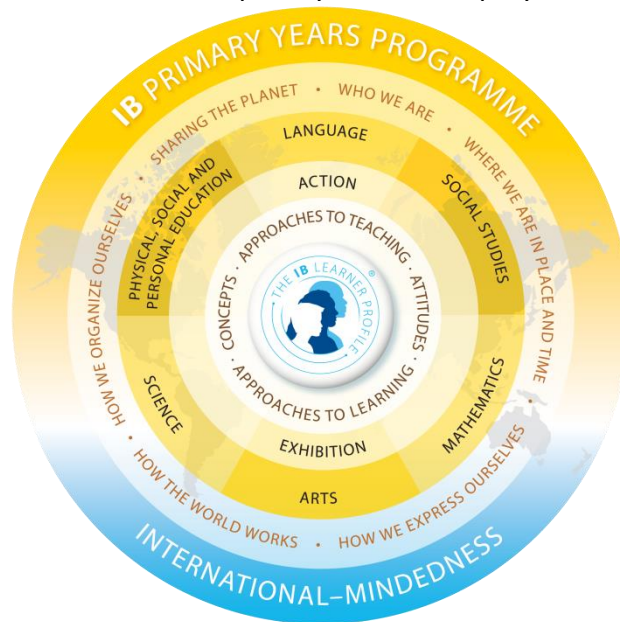
THE CURRICULUM

The PYP curriculum is defined broadly to include an approach to teaching and learning, in recognition of the fact that, in practice, the two are inextricably linked. The taught curriculum is the written curriculum in action. In the PYP, the taught curriculum is part of what the continuum of IB programmes calls the approaches to teaching (ATT). The taught curriculum reinforces the pedagogy of authentic learning that is inquiry-based and conceptually driven. The programme is committed to structured, purposeful inquiry that engages students actively in their own learning. In the PYP it is believed that this is the way in which students learn best. In this way, teachers can support them in constructing meaning.

The taught curriculum also touches on the approaches to learning (ATL) which are currently identified as “transdisciplinary skills” in the PYP. The ultimate intention of ATL across the IB continuum is to develop self-regulated (self-managed, self-directed, independent) learners through skill based, process focused teaching.

The PYP classroom is an exciting and busy place. Students are engaged in meaningful and challenging activities using a range of resources and materials. Learning goes beyond the classroom walls, such as field trips into the community and inviting guest speakers to share their expertise. Through an inquiry based approach teachers help students to make connections with previous learning and construct new understandings.

The PYP framework is made up of five essential elements: knowledge, concepts, skills, attitudes and action. These elements are integrated into the transdisciplinary Units of Inquiry studied during the year.



www.ibo.org

Knowledge

The PYP identifies a body of knowledge for all students in all cultures:

- **Languages** - the language of instruction and other languages (*Arabic*);

- **Mathematics** - number, pattern and function, measurement, shape and space, data handling;
- **Social Studies** - human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments and resources and the environment;
- **Science** – living things, earth and space, materials and matter, forces and energy;
- **The Arts** – Music, visual art, dance and drama;
- **Personal, Social and Physical Education** – identity, active living and interactions

UNITS OF INQUIRY

Early Years 1 students study four units of inquiry over the course of a year. Early Years 2 & Grade 1 students study six units of inquiry per year. Each unit of inquiry is developed under a different transdisciplinary theme. The units of inquiry are planned in collaboration with classroom teachers, single subject specialists and teaching assistants under the guidance of the PYP co-ordinator.

At the heart of the PYP is a commitment to structured inquiry as a vehicle for learning. Teachers and students use the following concept based key questions to structure the units of inquiry studies:

- What is it like?
- How does it work?
- Why is it the way it is?
- How does it change?
- How is it connected to other things?
- What are the points of view?
- What is our responsibility?
- How do we know?

These units are planned to give the children experiences that encourage exploration, observation, problem solving and decision making through stimulating hands on activities that are initiated by themselves and related to their own experiences.

CURRICULUM

Specific details regarding the curriculum can be found in the curriculum handbook.

SWIMMING

Swimming is an important part of the curriculum and essential for your child's safety. Please remember that with the exception of a doctor's note, if your child is well enough to be at school, he/ she will be expected to swim. Please ensure your child is comfortable to dress and undress themselves; support can be given if required. Children must bring named goggles, a swim cap, towel and bathing costume. Bikinis are not permitted for girls.

TECHNOLOGY

Each Early Years class has access to iPads which are used to support teaching and learning through technology. We use many applications to support our Units of Inquiry, Mathematics and Language instruction as well as increase exposure to English and Arabic language. iPads may also be used as a means of recording students learning journeys.

LIBRARY

Early Years children enjoy one library period per week and have an opportunity to listen to stories and also time to choose a book to check out and bring home at that time. We also bring to our classrooms material that we enjoy for the week, and while in the library we practice being responsible readers. The library is open after school so parents can come with their child/ren to explore and enjoy the library.

ART & MUSIC

Our specialist Art & Music Programmes actively engages students in developing their creativity and providing foundation skills for future artistic & musical development.

DIFFERENTIATED INSTRUCTION

The development approach in the Early Years Program is based on differentiated instruction that takes into account what young children should do and learn, on the basis of what is best for their development in the long term regarding each child's needs, interests and competencies.

Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.

To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, and interests; and to react responsively. Differentiated instruction is a process of teaching students of different abilities in the same class. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting him or her in the learning process. The content of the instruction in our classrooms addresses the same concept with all students, but is adjusted by degree of complexity for the diversity of learners in the group.

PROGRAM GUIDELINES

Toilet Readiness

All children who enter The Early Years program must be toilet-trained and use the bathroom independently and appropriately. Faculty and staff recognize there are certain times when assistance may be required, and we are happy to help; however, we do not have the facility or staff to handle repeated toileting incidents. If a child demonstrates inability to control their bladder and bowel movements throughout the day, an alternative plan will be outlined (*shortened day, re-enrolment at a later date, removal to a more appropriate environment etc.*) All children must have a spare change of clothes at school for emergencies.

SCHOOL COMMUNICATION

Effective communication is essential to a school's functioning. It is the responsibility of parents to remain abreast of what is going on in the school by reading your child's classroom bulletins which are uploaded onto the grade level blog. All parents must subscribe to the School Communicator (Delta Six) as last minute changes or Alerts are sent out via this communication tool. Please also attend Parent Team (PT) meetings; the Parent 2015 – 2016 **Raha International School – Early Years Family Handbook**. Page 14

Team is an invaluable source of support for our school.

The School Communicator (Delta Six)

The School Communicator is an App that must be downloaded to your SmartPhone, Laptop and/or Tablet. This App is the main avenue for all school communication – please check this regularly. There will be an information session on installing and using the Apps at the beginning of the academic year.

E-mail

You may contact anyone at RIS via e-mail, using the following formula: first initial, last name@ris.rs. For example: to contact a teacher by name of the Jane Smith, the e-mail address would be jsmith@ris.ae.

RIS Website

The RIS Website (www.ris.ae) is a wonderful source of information about our school, and about events and activities. Be sure to book mark this site and refer to it frequently.

Primary Website

Please refer to the Primary Website on a regular basis for important information and up to date news.

<https://sites.google.com/a/raha-international-school.org/primary-school-website/home>

SCHOOL POLICIES AND PROCEDURES

We hope this information will help you and your child feel welcome and informed about the Early Years programs. This information is specific to our program in conjunction with the procedures and policies outlined in the RIS Family Handbook i.e. this booklet is a supplement to the RIS Family Handbook.

Program Day

Early Years hours are:

EY1	7:45am – 1:00pm
EY2	7:45am – 2:00pm
Grade 1	7:45am – 2:50pm

Transportation/Pick-up/Drop-off

We expect parents to bring all Early Years children directly to the building in the morning for drop-off and return in the afternoon for pick-up. However, to ease congestion we ask that parents please enter and leave the building via the sliding doors. We will not release the children to anyone other than a parent/caregiver or secondary school sibling without proper release. All children that ride the bus are escorted to the class by the bus monitors and returned to the bus by the classroom assistants at the end of the day.

Please do not bring your children before 7:40am as staff are not always available to watch the children before that time. It is critical that parents be on time to pick-up their children. A meeting with the class teacher, parents, and administrators will be called if there are persistent issues with late pick-up. If you are going to be

late we ask that you call the front office so the class teacher can be informed.

Transportation/Pick-up/Drop-off

Early years 1: children wait @ playground at back of block j.

The bell rings at 7.40am for children to line up and their teacher or learning assistant will collect them.

Early years 2: children wait @ playground in front of block j. The bell rings at 7.40am for the children to line up and their teacher or learning assistant will collect them.

Grade 1: children line up outside the dining hall close to the new EY2 building before the national anthem is played. Their teachers will take them @ 7:40am and escort them to class in Block C.

Parents are not permitted in the buildings in morning: please leave a message with our Executive Assistant Sarah Christiansen or email your child's homeroom teacher to make an appointment.

First Days of School

Children may have anxiety over separation from parents the first few days of school. Please be assured this is totally normal.

Separation anxiety can be eased by:

1. Positive talk about school at home
2. A happy, firm, and final hug goodbye after a 5- minute transition time into the classroom, and
3. On-time pick up at the end of the day.

Your child must have a completed medical form and an updated emergency contact form in the office before the first day of school. Each child should also bring a seasonally appropriate change of clothes (in case of accidents or mess) to keep at school for the entire year.

Behaviour Management Procedures

The Early Years programs firmly believe that active and involved learners are too busy to get into trouble. We believe an engaging and age-appropriate environment will keep children busy and happily occupied. However, we recognize there are certain situations that may require intervention.

The faculty and staff try to stop most unacceptable behaviours before they start. We help direct children with problem-solving strategies (*using words, body control, and social cueing*) or guide them to a more appropriate activity/place. If a particular behaviour persists, we pull the child aside and talk about why the behaviour is not acceptable and explain (*or mime, given language limits*) acceptable alternatives. If we see the alternative behaviour, we reward and praise with affirmative language. We want the children to develop an intrinsic reward system for prosocial behaviour, so we try not to over reward.

We also may place the child in a two-minute time out if unacceptable behaviours continue. A time-out is removal from the area where the behaviour occurred, and quiet sitting in another area is requested. On the

very rare occasion a child may be taken to the Dean of Students Pastoral or Head of Early Years for a discussion about the behaviour.

Some behaviour will require a conference with parents. Examples of these behaviours might include biting, repeated aggression toward peers, and/or consistent and deliberate destruction of school material. Our program is designed to support children's learning of prosocial behaviours. We recognize that discipline issues happen as part of a child's social growth and strive to help them learn HOW to resolve conflict appropriately. Our program is designed to help children grow socially and emotionally in an accepting, rewarding, positive, and open environment.

All special conferences with parents about disciplinary concerns are attended by the Deputy Head of Primary Pastoral. Appropriate documentation will be kept to help ensure that the children's needs are met. Sometimes, our typical early childhood classroom is not the best place for a particular child. In that case, we will inform the parents, and alternatives will be discussed. Rarely, a special diagnosis is involved with unacceptable behaviour. There is a Learning Support Team; its role is outlined in more detail in the RIS Family Handbook. All procedures outlined apply for our program.

Absences/Tardiness

Consistent attendance and respect for routines is a very important part of an early education program; however, we recognize and respect that each child's development and/or family circumstances may impact attendance. School Policy requires faculty to record absences and tardy behaviour and to mark this on each child's report card. This information remains in the child's permanent school file. If delays and/or issues beyond the norm are noted because of irregular attendance or excessive absences, a conference with the administration team and the parents will be called. Please let us know in advance of any extended absences.

Pre-Arranged Absences

Please inform the front office and the teacher if your child will have an extended absence.

Sickness

RIS has a school nurse. The school nurse is responsible for all medical care during school hours, screening, and accident forms. All children must have a complete medical file in the nurse's office. It is especially important to have a current allergy record for the classroom teacher. Please see the RIS Family Handbook for further information. If a child has a fever over 37 °C, he/she will be sent home. If the child has vomited, he/she will be sent home for 24 hours. If the child has any contagious viral infection, he/she will be sent home for 24 hours. If the child feels out of sorts and is not able to participate in school routine, the parents will be notified. Any medical condition, temporary or otherwise (broken arm, asthma, brace, etc), must be discussed and documented with the nurse and class teacher. In the event of a highly contagious disease (chicken-pox, strep, lice), the school nurse will send home a notice to all parents in the particular grade level for parent information.

The children go outside year round. If the temperature is above 42 °C, we play inside for the majority of the time.

We do not have the staff to monitor children who are unable to participate fully in the curriculum, which includes physical education, outdoor opportunities, swimming and drama/music. **If your child is in school,**

he/she is well enough to follow the regular routine for all lessons.

Field Trips

Field Trips and Excursions

As an IBPYP school we encourage field trips for educational purposes, provided such trips are properly planned and have been approved by the Head of Early Years.

A field trip is defined as an educational activity that meets the following criteria:

- a) It involves a specific class or classes;
- b) It is intended for all students in the class(es);
- c) It takes the class away from the classroom;
- d) It has an identifiable educational objective; and
- e) It includes preparing the students for the activity and follow-up evaluation after the trip.

Parental permission is required for all field trips which is given at the beginning of each academic year in the form of a blanket permission note. However, all parents are informed through the various forms of communication when a field trip is planned. Arrangements and schedules shall be approved by the Head of Primary in advance, and if the trip involves unusual distances, duration, or activities, the Head of Primary will always ensure the field trip operates under the guidelines of ADEC (Abu Dhabi Education Council).

No students shall be transported in unauthorized vehicles for school trips. An “authorized vehicle” is a vehicle of which the School Principal or his/her designee has approved the following:

- a) The specific vehicle
- b) The driver
- c) The capacity
- d) The date(s) of use, and
- e) Any other factors such as seat belts deemed relevant by the School Principal.

School transportation vehicles, if available, shall be used for school trips. We will only use vehicles that have installed seat belts whilst on school trips.

The school is only responsible for students who travel in authorized vehicles going to and from school-approved events.

On all school-sponsored trips involving students, provision shall be made for proper supervision by school employees. Parents are permitted and encouraged to assist school staff in such supervision.

Materials from Home

In the Early Years classrooms, materials are selected on the basis of educational appropriateness for different age groups. Please assist us in limiting toys from home. Children may bring toys from home for specific events when asked for by their teachers. Aggressive war toys are never admitted. The School is not responsible for the safekeeping of items brought from home.

Lost and Found

Habits and skills such as responsibility for personal belongings develop with practice and repetition. We encourage our children to take care of their personal items. Families are asked to label all their child's items such as clothing, knapsacks, and lunch boxes. Personal belongings not claimed are kept in Lost and Found in the dining hall. At the end of the year, all unclaimed items are donated to a charity.

Closing of School

If the occasion arises that warrants the closing of school, official notice will be issued from the Principal's Office. The decision to close school is made by the School Principal in consultation with the Board of Taaleem. It is therefore vital that parents ensure the school has their mobile phone contact.

Procedure:

The School Principal will notify the teaching faculty through the emergency phone tree and:

- Families and teachers will be notified through The School Communicator application
- It should be assumed that school will resume the following day
- The staff emergency phone tree and The School Communicator notification will be initiated for each consecutive day that school is cancelled

Parent Team

The RIS Parent Team (PT) is an active group of parents who wish to help teachers, the Administration, and the RIS family community in many ways to improve our school. The PT is governed by an executive committee. There are parents for each homeroom who liaise between the school staff, the PT, and the school community. PT Homeroom Parents are asked to assist in the organization of classroom activities and should communicate often with the classroom teacher. Homeroom parents have an important role at RIS and we encourage you to volunteer to be the Homeroom Parent for your child's class.

Security Procedures

In our effort to make our school secure for your children the following procedures must be followed.

- Any visitor to the campus will be required to sign in with the guard.
- The visitor MUST wear a visitor's badge at all times.
- The visitor must report to the receptionist prior to visiting any other room on campus.
- Upon leaving, the visitor will sign out with the guard and return the visitor's badge.
- Any visitor to the campus after school hours will be required to sign in with the guard.
- Parents MUST wear the Parent ID badge at all times when on campus.

Classroom Placement of Students

Classroom lists are developed by teachers and Administration after considering the academic and behavioral needs of each child. These class lists are carefully designed to ensure a balance within each class, and to create the most effective learning environment for all. A request to move a child into another class may be made by a parent, but the request must be in writing and must provide specific academic reasons necessitating alternative placement. The final decision regarding class placement is made by the Head of Early Years.

Learning Support

RIS will admit, without prejudice, students with mild to moderate special learning needs in accordance with ADEC policy. Please note there will be an additional charge for this service. Please provide any available academic or psychological evaluations and reports of extra academic support the applicant is receiving. Failure to disclose such information may result in revocation of an offer of admission.

ADMISSIONS

Contact Information

We ask that parents contact the school Database Administrator dbadmin@ris.ae whenever there is a change in contact information (*eg email address, emergency telephone numbers, billing details*). It is critical that the school has the most up to date contact information in case of an emergency.

Withdrawal from School

To request withdrawal from school, parents should notify the Admissions Manager in writing. The Admissions Manager will arrange an exit procedure for the student. If tuition and/or fines have not been paid, school records will not be released.

