

*Welcome
to
Summit International School*



*Parent & Student
Handbook
2018-2019*

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The School Objectives

Mission Statement:

To provide a safe, positive learning environment in which students, as life long learners, develop their 21st century skills, knowledge and attitudes to become responsible, caring and productive citizens.

It takes a village to raise a child

African Proverb

As this quote suggests there are many individuals involved in the partnership of educating a child. This partnership includes the School, the Community, and the Family and we at Summit International School are dedicated to the creation of a strong bond between all partners. The Parent & Student Handbook is the foundation to establishing and providing information and expectations for the creation of common understandings that allow the partnership to thrive.

The Home Room

The basis of Home Room is to develop a close relationship between students and teachers. In primary classes, the Home Room is the normal class group.

The purpose and aims of the Home Room teacher are:

General Aims:

1. to provide a connection with the individual students in the groups and provide a link between the school and the home environment. Teachers develop a personal relationship with parents and/or guardians and contact them at regular intervals.
2. to take a personal interest in each student and become familiar with their aptitude, background and strengths. Teachers encourage and motivate students, highlighting their special abilities and skills and provide help and counselling in areas of specific concern.

Specific Aims:

1. **Concern for the social development of the student by:**
 - (a) ensuring that positive encouragement and confidence is given at every appropriate opportunity to assist the development of a healthy .sense of self-image and optimism;
 - (b) providing opportunities for individual counselling and offering encouragement or consequences where appropriate;

- (c) assisting students in setting realistic goals and to assist them to monitor their progress towards these goals;

2. Concern for the academic development of the student by:

- (a) developing within each student a genuine desire to learn, both at school and as a life-long challenge;
- (b) checking the homework diary;
- (c) consulting with specialist teachers as particular problems arise;
- (d) providing help and advice on study problems;
- (e) monitoring homework.

3. Concern for the involvement of the student in the school community by:

- (a) ensuring that students participate in co-curricular activities such as sports;
- (b) familiarising students with the Code of Behaviour.
- (c) regularly reinforcing routine matters such as good manners, respect, cleanliness, punctuality and self-discipline.

Students are encouraged to be active and positive members of the school and community. All ADEC students are expected to honour and practice their student rights and responsibilities.

Student Rights

All students have the right to:

- Be provided with a high quality education
- Be safe and respected in a welcoming school environment
- Be treated with respect and fairness by teachers, staff, and fellow students
- Be supported by parents, guardians or designated members at school meetings
- Have confidential school records not disclosed without written permission by self, parents, or authorities
- Be provided with appropriate educational activities that promotes their talents abilities and potential.

Student Responsibilities

All students are responsible for:

- Following all policies, rules, and regulations set forth by ADEK and the school
- Following the Student Code of Conduct and Student Rights and Responsibilities
- Engaging as an active learner and to contribute to the learning environment
- Contributing to the school community
- Contributing to and promoting a positive school environment

School Discipline

To achieve the aims and objectives of the School it is essential that discipline and correction, function as an integral part of a supportive environment conducive to effective learning and teaching.

In delivering quality educational outcomes the School must engage rules of conduct and behaviour expectations. The formations of these expectations at Summit International School are based on sound pedagogical principles.

Where such expectations are carefully designed, explained to students and consistently applied, they will be recognised by students as being necessary to ensure a well run School facilitating student achievement.

Students who fail to follow the procedures must be re - directed. Such correction will take various forms and proceed through appropriate levels. Generally, in the first instance correction is the responsibility of the student's classroom teacher. Correction at this level may take various forms which could include counselling and reflecting on the behaviour.

Persistent and more serious behaviour may result in the student being referred to either the pod supervisor or the pod coordinator. The supervisor or the coordinator may refer the student to the Director of Students Services or Vice Principal who may consider it necessary to employ additional disciplinary measures. These could include **parent information letter**, **suspension** or the Principal may decide to **refer the matter to ADEK**.

The aim of the school is to provide a supportive environment in which students learn to exercise self-discipline.

Code of Behaviour

Summit International School is a school community where learning takes place in a co-operative environment which fosters the physical, mental and emotional growth of each individual student.

It is therefore most important that every parent, student and teacher associated with the School appreciates the importance of co-operating in a community with a

common concern for the well being of all, and for the promotion of education standards in morals and behaviour.

To achieve this aim the Code of Behaviour forms an integral part of the Educational Philosophy and program of Summit International School.

1. CO-OPERATION AND RESPONSIBILITY

The school expects each student to co-operate fully by taking the responsibility for his or her own progress through diligent preparation for, and participation in, all classes he or she attends.

This requires showing concern for the need of others to pursue their studies without interference, behaving appropriately at school, both in and outside the classroom, and respecting the authority of all teachers and other members of staff.

2. PERSONAL APPEARANCE AND UNIFORM

The School requires the uniform to be worn to all School functions and sporting events unless the students are otherwise directed. The uniform must be clean and in good repair at all times. Students are expected to wear the appropriate uniform to and from school and when out of class students must take personal responsibility for appropriate sun protection, e.g., use of sunscreen lotions.

3. PERSONAL CONDUCT

It is essential that students develop respect for themselves as individuals and as students of the School. The School therefore requires students to conduct themselves at all times in a manner which will enhance their reputation and that of others at the School. Offensive behaviour including bullying, the use of bad language, theft or causing injury to another, will not be tolerated.

4. RESPECT FOR PROPERTY

Since real concern for others shows itself in the proper and thoughtful treatment of their property, students are expected to gain permission to use other people's property. This applies regardless of whether the property belongs to an individual, the School or the community.

Students must not bring to school valuable items including mobile phones, other than those required for academic and co-curricular activities.

5. PARTICIPATION

The School offers a range of extra curricula activities. Students are obviously unable to participate in all of these activities but they should take part in as many as possible and they should encourage the involvement of their peers

6. COMMITMENT

When a student joins a School team, he or she must accept all the commitments involved in that membership. An irresponsible attitude only shows lack of respect for others involved.

7. ATTENDANCE

The School expects students to recognise that there are certain responsibilities involved in their attendance at the School. In particular, a student may not leave the grounds for any purpose during the School day without obtaining special leave from the office.

Except in the case of illness, a student must be in attendance on all days on which the School is open unless leave of absence has **been requested in writing and permission granted in advance**. When a student is absent, the School administration must be notified by 7:30 am on the morning of the absence. After any absence from the School, a student must produce a note signed by a parent or guardian, for his or her homeroom teacher which will be appropriately filed.

Students, who are late to School in the morning, must report to the reception to obtain a 'late pass' which is to be presented to their teacher. Under no circumstances is a student to be admitted to class without their late pass. (*For more details, refer to SIS Attendance Policy*)

Any disciplinary action used to address student misconduct should be firm, consistent, clear and in compliance with all ADEK and UAE laws, policies and guidelines. The disciplinary action shall also be in accordance with the nature of the negative behaviour and the level of offense that is associated with the behaviour. School staff will ensure that students are given appropriate opportunities to act positively before it is escalated in disciplinary action

LEVELS FOR DISCIPLINARY ACTIONS

Summit International School categorizes student misconduct into three levels:

Each level of behaviour requires a different disciplinary approach for modifying and correcting the student behaviour. The strategy applied for the level of behaviour must be appropriate for the school cycle, student age and gender.

Levels of Misconduct

Level One

Behaviour that causes the disruption of teaching and learning

Behaviours in Level One may include but are not limited to:

- Tardiness
- Unexplained absences
- Not bringing the necessary books and equipment
- Incorrect school uniform (including sports and military uniforms)
- Disruptive classroom and school behaviour

- Breaking school expectations including classrooms, hallways, playgrounds and buses
- Defying school authority and staff members and not obeying school authority, staff and teachers orders
- Mocking others
- Disruptive behaviour on school buses

Level Two

Behaviour that causes greater disruption of teaching and learning than level one behaviour

It also covers student behaviours that may lead to physical and mental harm of another person or property damage.

Behaviours in Level Two may include but are not limited to:

- Defying school authority and staff members
- Trespassing
- Fighting with other students and bullying
- Abusive or inappropriate language toward peers/teachers
- Theft
- Vandalism
- Using cell phones during school time
- Leaving school without permission
- In possession of or viewing pornographic material
- Cheating on exams or assignments
- Providing false documents (e.g. signing letters without the knowledge of parents)
- Misuse or abuse of school's IT Systems

For Level Two offences that involve vandalism, parents may be held responsible for paying all or part of the costs of rectifying any defacing, damage or destruction of school property caused by their child or children's acts of vandalism. (Refer to procedures for reporting the wilful damage and/or destruction of school property, as below)

Level Three

Behaviour that causes the physical endangerment of fellow students, school staff and other people

Behaviours in Level 3 are at times also violating UAE Laws.

Behaviours in Level Three may include but are not limited to:

- Fighting with teachers, staff members and/or community members
- Assault and sharing or distributing pornographic material

- Wilful damage to, or destruction of, school and personal property
- Possessing, selling, weapons and/ or explosives
- Using or promoting any illegal and inappropriate substances
- Exchanging any inappropriate materials, photos, letters etc.
- Committing major actions contradictory to the morals such as sexual assault

For Level Three offences that involve wilful damage or destruction to school property, parents may be held responsible for paying all or part of the costs of rectifying any defacing, damage or destruction of school property caused by their child or children's acts of vandalism

Discipline Interventions Examples (not all inclusive)

Misconduct - Level 1				
Willful disregard of school and classroom Instructions.	Disrespect towards elders, educators, Parents, fellow students, and visitors.	Clothing and personal grooming is not in accordance with school standards.	Continually not bringing the necessary books and equipment to school	Behaviours in public or at events which brings disrespect or shame upon the school.
<p>Level 1 Intervention:</p> <ul style="list-style-type: none"> •Teacher provides verbal recognition of misbehaviour •Teacher makes note of incident in student incident form •Teacher provides verbal reminder of proper conduct and Behavior Expectations 				
Misconduct - Level 2				
Dangerous play that may result in bodily injury or damage to property.	Use of excessive force when playing that may injure bystander and passersby.	Bullying others or intimidation in any form	Using or bringing cell phones are not allowed	Leaving school without permission

Level 2 Intervention:

- Teacher provides verbal recognition of misbehaviour
- Teacher makes note of incident in student incident form
- Teacher provides verbal reminder of proper conduct
- Teacher isolates the student from group and asks the student to fill a Behavior reflection form. Parents are contacted to sign a Parent Information Letter

Misconduct - Level 3

Fighting or assaulting others willfully.	Being in possession of a weapon on school premises or at school events or inside buses.	Being in possession of illegal, dangerous or inappropriate substances.	Attending School under the influence of illegal substances.	Willful damage of school property, equipment, or vandalizing private or public property
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Level 3 Intervention:

- Teacher provides verbal recognition of misbehaviour
- Teacher makes note of incident in student report
- Student is sent to the Social Worker Office/Behavior Support Committee for behaviour intervention plan
- Parents are contacted
- Student is sent home for the day
- Written warning is sent home and requires parent signature and students are required to complete a positive contribution task to the school's community.

Students with Special Educational Needs

Students with special education needs are required to follow the same school rules as their peers. Students with special educational needs may need greater assistance in learning and applying the school's expectations.

Students with special education needs must not have greater consequences imposed for misbehaviour. If disciplinary action is necessary, it will be carried out in accordance with the *Summit Disciplinary Actions*.

The Learning Support Team (LST) will determine whether the behaviour is a manifestation of the student's special need. The LST, with the support of the Behaviour Support and Procedures Committee will:

- Conduct a Functional Behaviour Assessment (FBA) to determine whether to develop and implement a behavioural intervention plan
- Review the behavioural intervention plan, if one has been developed, and

- modify it as deemed necessary to address the behaviour in question, if necessary
 - Support the student's return to school, unless the parent and the Head of Special Education in the Region agree that a transfer to different school or alternative educational setting is necessary
- Refer - ADEK Transition Procedures Handbook

Procedures for Suspension, Exclusion and Expulsion

Suspension:

Before a suspension is considered the school must have a documented history of incidents of misconduct and details of behavioural interventions that have been implemented. This documented record shall be transferred with the student to any new school, and that the school shall keep a copy of that record.

Before a suspension can be considered the school must have conducted a fair and documented investigation into the behaviour incident.

Steps for Suspension:

1. A student may only be suspended from school by the Principal.
2. The school shall have documented evidence of the student's behaviour to support a suspension.
3. The Principal shall notify the parents or guardian directly (by phone or in person) of the student(s) conduct prior to issuing a suspension.
4. The principal shall complete the *Notice to Suspend* letter and forward directly to the parent or have the parent collect it from the school.
5. A copy of the *Notice to Suspend* is forwarded to the school social worker.
6. A copy of the *Notice to Suspend* is kept in the student's file.
7. The suspension commences on the following school day on which the decision to suspend was made. The student remains at school on the day the decision to suspend was made. The student does not return to class and is given work to do under supervision from the social worker or nominated teacher.
8. The period for suspension must not exceed 5 days
9. The student must be provided with a continuation of work program to be completed during the suspension period.
10. A Return to School meeting will be conducted at the earliest convenience to the school (No later than 3 days after the suspension)
11. The student, parent and/or guardian must attend the Return to School meeting before the suspension can be concluded.
12. In the event that the Return to School meeting is unsuccessful the Principal may extend the suspension by no more than 5 days.
13. In the event that the second Return to School meeting is also unsuccessful the Principal may choose to disciplinary transfer the student consistent with the procedures.
14. When a student has been suspended on more than one occasion for serious misconduct, then the school may consider the option of exclusion and transferring the student to another school.

Appeal Process

All students have the right to a fair appeal process for disciplinary action applied to alleged misconduct.

Students are required to fulfil the disciplinary action imposed while the appeal process is underway.

There are three levels of which a student can appeal disciplinary action:

- First Level: Appeal to the Principal of the school
- Second Level: Appeal to the Regional Office
- Third Level: Appeal to the Department of Education and Knowledge

A written letter of appeal from parents is required within 2 school days of the disciplinary action being handed down to initiate the appeal process. The appeal letter should state clearly the disciplinary action applied to student, reasons and explanations why the discipline is unjustified, or why the student cannot fulfil the discipline. The letter should also include a summary of outcomes from previous appeals, reasons why the decisions were unsatisfactory, and reasons for the current appeal. Please refer to *Appendix B - Letter of Appeal*.

First Level

The First Level of Appeal is at the school and the Principal is responsible for overseeing the process. The Principal is required to hold a meeting with parents and students within two days of receiving the appeal letter to discuss the appeal. If necessary, additional meetings will be arranged as soon as possible. Principals may invite other parties such as Director of Students Services, teachers, social workers, and/or members of the school Learning Support Team to be present at the meeting. Parents and students may also invite other members to be present in the meeting to provide support.

Please refer to *Appendix B - Letter of Appeal*.

Second Level

If the appeal is not resolved at the First Level within a period of one week from the date of appeal, then the appeal may be extended for an additional one week by the school principal.

If the school fails to receive a written decision concerning the appeal within two weeks from the parent, the appeal is considered implicitly rejected and the decision issued in this regard shall be final. Students and parents have the option to escalate the appeal to Regional Office.

The Director of the Regional Office or his delegate will oversee the appeal process. The Director or his delegate will convene appropriate committees to investigate and advise on process only.

Please refer to Appendix B - Letter of Appeal.

Third Level

If the appeal at the Second Level is not resolved or is not satisfactory, students and parents have a third option to escalate the appeal to ADEC Central.

A Central Disciplinary Committee will be convened by the Director General (or nominee) to hear the appeal and investigate claims and charges. Any decision regarding the disciplinary action issued by ADEC will be final.

Please refer to Appendix C - Letter of Appeal

The School Community

As Summit International School regards itself as a partner with parents in the nurturing and education of the children, it fosters a close relationship between parents, staff and students. Parent-Staff evenings, normal school activities attended by parents, and a `Newsletter' keeps parents well informed of what is happening in the School.

The School warmly welcomes parent and community members to participate in the educational process to provide a richer education for our children.

The School is a vibrant, enjoyable, positive and caring place. As a community school Summit International School is consciously oriented to the community it serves.

Parent Rights

- A parent has the right to ensure his/her child receives proper education and care by school
- A parent has the right to be well-received, well informed and highly respected by all school staff
- A parent has the right to inquire about his/her child's progress and confer with the school concerning school's program, educational, learning and behavioural issues pertaining to his/her child
- A parent should be informed about all developments or changes in his/her child's behaviour and achievements
- A parent has the right to approve or reject his/her child's involvement in extracurricular activities conducted outside school
- A parent should be invited to various school activities

1. Role of the Parents

Education at Summit International School recognises the importance of the family. Parents are responsible for the education of their children, and therefore the School is an extension of the home.

Parents must be vitally interested in the School and support the School whenever possible. The relationship between parents and staff must be continually cultivated by personal contact and regular counselling and reporting.

As a School community we believe that:

- (a) parents are the first and prime educators of their children and have the right to be involved and participate in their children's education at a level they feel comfortable.
- (b) parents with time and talents to share within the School are able to assist with their own and other children's education.

- (c) a warm atmosphere of co-operation, trust and understanding makes parents feel valued and welcome and their opinions respected.
- (d) children are more motivated and secure when parents and teachers positively interact together.
- (e) community members from different backgrounds and cultures present a valuable source of development for our children.
- (f) parental involvement and participation helps the School and teachers have greater knowledge and understanding for our children.
- (h) as the School reaches out to the community, the community should be encouraged to approach and contribute to the School development and ethos through the Summit Parent Advisory Council.

Parental Involvement

Many opportunities exist for parents to become involved at Summit International School. Whether it is working closely with students in classrooms or assisting, parents have many opportunities to work alongside other parents and know that through their efforts, the benefits are shared by all members of the Summit International School community.

The School Uniform

SUMMIT INTERNATIONAL SCHOOLS UNIFORM PRICE LIST

SL.NO	ITEMS	PRICE / UNIT
1	KG SKIRT	75 Dhs.
2	BOYS TROUSER	75 Dhs.
3	GIRLS TROUSER	75 Dhs.
4	T-SHIRT LONG SLEEVE	75 Dhs.
5	T- SHIRT SHORT SLEEVE	75 Dhs.
6	PE SUIT - JACKET ONLY	75 Dhs.
7	PE SUIT - PANTS ONLY	75 Dhs.
8	PE T- SHIRT LONG SLEEVE	75 Dhs.
9	PE T SHIRT SHORT SLEEVE	75 Dhs.
10	WINTER JACKET	125 Dhs.

Bus Services

Currently, the School is serviced by the following Bus Lines:

- **7 Stars School Bus Transportation**

If your child requires transportation please contact the school for details.

Tuition Fees

Please note: prior to being admitted to Summit International School students are required to attend the enrolment interview. Once your child has been accepted you will be given a list of tuition fees.

Tuition fees are determined from time to time by the Board of Directors and are set at a rate compatible with maintaining the highest academic standard.

Through sound management practices and by the use of voluntary labour at working bees, the School endeavours to minimise any increase in its annual fee structure.

Fees are payable through three (3) scheduled payment dates.

Enrolments

Completion of all enrolment paperwork prior to new enrolment commencement which includes supervision of the following:

- Parent fills in application form then submits to receptionist
- Receptionist fills in an excel sheet with applicants for registrar
- An interview is then scheduled for your child for assessment
- If your child is accepted you are then required to submit the following required documents:

For the Initial Application and before testing we require the following:

1. A completed SIS application form.
2. A copy of the original school reports for the current academic year and the past two years, if applicable.
3. A copy of the student's valid passport & Emirates ID.

Upon Acceptance, we require the following documents to complete the student file:

1. A completed SIS health form with copies of the Immunization records.
2. 3 labelled recent passport-size photos (white background-not more than six months old).
3. One labelled photo for each parent.
4. A copy of the father's & the mother's valid passports and UAE residence visa and Emirates ID. If non-residents at the time of application, then an employer's letter must be provided stating that visas are in process. Afterwards, residence visas must be submitted within a month.
5. A copy of the student's valid UAE residence visa.
6. A copy of the student's valid Emirates ID (both sides). If still in process then a copy of the Registration Form must be submitted.
7. A copy of the student's birth certificate, which may need translation if not in English and attestation as per the UAE regulations.
8. The Original current year reports.

9. An Attested school Transfer Certificate for those transferring from schools within the UAE at the end of the academic year. It is the parents' responsibility to certify the transfer certificate from the Abu Dhabi Education Council (ADEC) and return it to SIS.
10. An Original School Transfer Letter for **ALL** students transferring from outside the UAE. Attestation of the letter is required from the Ministry of Education and the Ministry of Foreign Affairs of the country of origin and the UAE Embassy in that country. Exemption of the attestation requirement applies only to schools in North America, Australia and West Europe. This letter should be completed and submitted before joining the school.
11. For students requesting bus service, we require a completed bus application form with an additional photo.
12. An Electricity Bill
13. Original ID Card
14. A clearance letter from the previous school stating that there are no pending fees for the student.

We wish you and your children success at Summit International School.

Office Hours: Sunday to Thursday, 7.30am – 2:00pm

Appendixes

Appendix A - Student Interventions

Appendix B - STUDENT BEHAVIOUR LEVEL 1 — WRITTEN WARNING

Appendix C – PARENT ACKNOWLEDGEMENT LEVEL 1 — WRITTEN WARNING

Appendix DU - STUDENT BEHAVIOUR LEVEL 2 — WRITTEN WARNING

Appendix E - PARENT ACKNOWLEDGEMENT LEVEL 2 — WRITTEN WARNING

Appendix F - STUDENT BEHAVIOUR – NOTICE OF SUSPENSIONS

Appendix G - STUDENT BEHAVIOUR – NOTICE OF EXCLUSION

Appendix H - STUDENT BEHAVIOUR - PARENT ACKNOWLEDGEMENT – NOTICE OF EXCLUSION

Appendix I - STUDENT BEHAVIOUR – NOTICE OF EXPULSION

Appendix J - STUDENT BEHAVIOUR - PARENT ACKNOWLEDGEMENT – NOTICE OF EXPULSION

Appendix K – LETTER OF APPEAL AGAINST DISCIPLINARY ACTION

Appendix L - PARENT ACKNOWLEDGMENT OF RESPONSIBILITIES FOR SUPPORTING POSITIVE STUDENT BEHAVIOUR

Appendix A Student Interventions

Disciplinary actions I: Level 1 Intervention

Student exhibits a behaviour that is considered Level 1 Offense

Example: Student acts out and is disruptive while the teacher is leading the class in an exercise

First Time

- Teacher provides verbal recognition of misbehaviour
- Teacher makes note of violation in student incident report
- Teacher provides verbal reminder of proper conduct

Second Time

- Repeat intervention steps from First Violation
- Teacher isolates student from group and allows the student to pursue work independently and fill a reflection form after counselling with the student.

Third Time

- Repeat intervention steps from Second Violation
- Student is sent to Director of Students Services office for guidance
- Parents are contacted
- Parent Information Letter is sent home and requires parental signature
- Students are required to agree on appropriate behaviours before being allowed back to the classroom

If No Improvement

- Student is referred to Principal or Vice Principal
- Student behaviour is noted in his/her record
- Principal or Vice Principal contacts parents for an intervention meeting
- Meeting with parents to discuss plans to address students' chronic behaviour
- Parent, student, and school sign a behavioural improvement contract
- Student may be referred to Learning Support Team and/or other learning specialists for behavioural and learning support

II: Level 2 Intervention

Student exhibits a behaviour that is considered Medium Level Offense

Example: Student is caught bullying and harassing another student on the playground

First Time

- Teacher provides verbal recognition of misbehaviour
- Teacher makes note of violation in student report
- Teacher provides verbal reminder of proper conduct
- Teacher isolates the student from group and asks him/her to fill a behaviour reflection form after counselling with the student.

Second Time

- Repeat intervention steps from First violation
- Student is sent to Director of Students Services office for guidance
- Parents are contacted
- Parent Information Letter is sent home and require parental signature
- Student is required to agree on appropriate behaviour before allowing back to the classroom

Third Time

- Repeat intervention steps from Second violation
- Student is referred to Principal or Vice Principal
- Principal contacts parents for an intervention meeting
- Parents, students, and school agree on a behavioural improvement plan and sign a contract
- Student may be referred to Learning Support Team and/or other learning specialists for behavioural and learning support

If No Improvement

- Student is referred to Principal or Vice Principal
- Student behaviour is noted in his/her record
- Student is suspended from attending school until behaviour improves or until the end of discipline period

III: Level 3 Intervention

Student exhibits a behaviour that is considered High Level Offense

Example: Student assaults another student in the playground

First Time

- Teacher provides verbal recognition of misbehaviour
- Teacher makes note of incident in student incident report
- Student is sent to the Director of Students Services Office for behaviour management
- Parents are contacted
- Student is sent home for the day
- Parent Information Letter is sent home and requires parent signature

Second Time

- Repeat intervention steps from First Violation
- Student is referred to Principal or Vice Principal for behaviour management
- Parents are contacted
- Principal meets with parents for an intervention meeting
- Parents, students, and school agree on a behavioural improvement plan and sign a contract. This might include a positive contribution task to be completed by the student towards the school's community.
- Student is suspended from attending school

Third Time

- Repeat intervention steps from Second Violation
- Student is referred to Principal or Vice Principal
- Principal contacts parents for an intervention meeting
- Student is suspended from attending school for a longer period of time
- Local authorities (e.g. Social Police) are contacted

If No Improvement

- Student is Excluded from attending that school

Students with Special Educational Needs

Students with special education needs are required to follow the same school rules as their peers. Students with special educational needs may need greater assistance in learning and following the school rules.

Students with special education needs must not have greater consequences imposed for misbehaviour. If disciplinary action is necessary, it will be carried out in accordance with the *Summit Disciplinary Actions*.

The Learning Support Team (LST) will determine whether the behaviour is a manifestation of the student's special need. The LST, with the support of the Regional Special Education Supervisor will:

- Conduct a Functional Behaviour Assessment (FBA) to determine whether to develop and implement a behavioural intervention plan
 - Review the behavioural intervention plan, if one has been developed, and modify it as deemed necessary to address the behaviour in question, if necessary
 - Support the student's return to school, unless the parent and the Head of Special Education in the Region agree that a transfer to different school or alternative educational setting is necessary
- Refer - ADEC Transition Procedures Handbook

Procedures for Suspension, Exclusion and Expulsion

Suspension:

Before a suspension is considered the school must have a documented history of incidents of misconduct and details of behavioural interventions that have been implemented. This documented record shall be transferred with the student to any new school, and that the school shall keep a copy of that record.

Before a suspension can be considered the school must have conducted a fair and documented investigation into the behaviour incident.

Steps for Suspension:

1. A student may only be suspended from school by the Principal.
2. The school shall have documented evidence of the student's behaviour to support a suspension.
3. The Principal shall notify the parents or guardian directly (by phone or in person) of the student(s) conduct prior to issuing a suspension.
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5. A copy of the *Notice to Suspend* is forwarded to the school social worker.
6. A copy of the *Notice to Suspend* is kept in the student's file.
7. The suspension commences on the following school day on which the decision to suspend was made. The student remains at school on the day the decision to suspend was made. The student does not return to class and is given work to do under supervision from the social worker or nominated teacher.

8. The period for suspension must not exceed 5 days
9. The student must be provided with a continuation of work program to be completed during the suspension period.
10. A Return to School meeting will be conducted at the earliest convenience to the school (No later than 3 days after the suspension)
11. The student, parent and/or guardian must attend the Return to School meeting before the suspension can be concluded.
12. In the event that the Return to School meeting is unsuccessful the Principal may extend the suspension by no more than 5 days.
13. In the event that the second Return to School meeting is also unsuccessful the Principal may choose to disciplinary transfer the student consistent with the procedures.
14. When a student has been suspended on more than one occasion for serious misconduct, then the school may consider the option of exclusion and transferring the student to another school.

Appeal Process

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Students are required to fulfil the disciplinary action imposed while the appeal process is underway.

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A written letter of appeal from parents is required within 2 school days of the disciplinary action being handed down to initiate the appeal process. The appeal letter should state clearly the disciplinary action applied to student, reasons and explanations why the discipline is unjustified, or why the student cannot fulfil the discipline. The letter should also include a summary of outcomes from previous appeals, reasons why the decisions were unsatisfactory, and reasons for the current appeal. Please refer to Appendix B - Letter of Appeal.

First Level

The First Level of Appeal is at the school and the Principal is responsible for overseeing the process. The Principal is required to hold a meeting with parents and students within two days of receiving the appeal letter to discuss the appeal. If necessary, additional meetings will be arranged as soon as possible. Principals may invite other parties such as teachers, social workers, school advisors, and/or members of the school Learning Support Team to be present at the meeting. Parents and students may also invite other members to be present in the meeting to provide support.

Please refer to Appendix B - Letter of Appeal.

Second Level

If the appeal is not resolved at the First Level within a period of one week from the date of appeal, then the appeal may be extended for an additional one week by the school principal.

If the school fails to receive a written decision concerning the appeal within two weeks from the parent, the appeal is considered implicitly rejected and the decision issued in this regard shall be final. Students and parents have the option to escalate the appeal to Regional Office.

The Director of the Regional Office or his delegate will oversee the appeal process. The Director or his delegate will convene appropriate committees to investigate and advise on process only.

Please refer to Appendix C - Letter of Appeal.

Third Level

If the appeal at the Second Level is not resolved or is not satisfactory, students and parents have a third option to escalate the appeal to ADEC Central. A Central Disciplinary Committee will be convened by the Director General (or nominee) to hear the appeal and investigate claims and charges. Any decision regarding the disciplinary action issued by ADEC will be final.

Please refer to Appendix C - Letter of Appeal



STUDENT BEHAVIOUR **Parent Information Letter**

Date: _____

Dear parents/guardians,

Please be informed that _____ eSIS (__) in Grades (__) is receiving a parent information letter for:

Multiple reports of using inappropriate language and being physically aggressive with his peers.

Please note, Ms. Samar have counselled with ____ and arrived at an understanding of moving forward positively and without incident; however, if these incidents continue occurring an Official Warning Letter and/or Suspension will be issued.

Finally, due to multiple Level II reports, this parent meeting was scheduled with Administration so our expectations for improvement are clear.

On a positive note, we are expecting this parent-student-Admin meeting to result in improved behaviour and decision making. The school administration and supervisors are committed to finding solutions that create a positive, healthy, and safe school environment.

Please date, sign and return this to Ms. Samar (Director of Students Services) as an understood agreement between parent and school.

Date

Parent/Guardian Full Name: _____

Parent Signature: _____

Director of Students Services

(signature)

School Stamp



PARENT ACKNOWLEDGMENT

of

STUDENT BEHAVIOUR

LEVEL 1 — WRITTEN WARNING

Date: _____

Parent: _____

Student: _____

As the Parent and /or Guardian I acknowledge receipt of the **Level 1 Written Warning** from:
_____ (Student name) behaviour

I acknowledge that any continuation of such behaviour will escalate to a **Level 2 Written Warning**

As the Parent and/or Guardian I **accept / I do not accept** (*please circle your option*) the invitation to contact the school principal/vice-principal to discuss the **Level 1 Written Warning**.

Name: _____

Relationship to student: _____

Signature: _____

Contact number: _____

Additional Comments:

STUDENT BEHAVIOUR **LEVEL 2 — WRITTEN WARNING**

Date: _____

Consistent with the Abu Dhabi Education Council and School Policies and Procedures for Managing Student Behaviour, this **Level 2 Written Warning** has been issued to:

_____ of Grade _____ for misconduct that has resulted in the severe disruption of the teaching and learning in the school.

The student is in breach of the Summit School Code of Conduct for displaying and/or engaging in the following **Level 2** unacceptable behaviour:

(This **Level 2** Written Warning will be placed on the schools' electronic Student Information System {eSIS} – Behaviour)

The student agrees that there will be no further display or engagement of the above mentioned behaviour. Continuation of such behaviour will escalate to a **Level 3 Suspension and/or Exclusion**.

As the Parent and/or Guardian you are invited to contact the school principal to discuss the **Level 2 Written Warning**.

Director of Students Services
(Signature)

School Stamp

Please complete and return the Parent Acknowledgment Receipt attached to this letter.



PARENT ACKNOWLEDGMENT

of

STUDENT BEHAVIOUR

LEVEL 2 — WRITTEN WARNING

Date: _____

Parent: _____

Student: _____

As the Parent and /or Guardian I acknowledge receipt of the **Level 2 Written Warning** from:

Summit International School concerning _____behaviour

I acknowledge that any continuation of such behaviour will escalate to a **Level 3 Suspension and/or Exclusion**.

As the Parent and/or Guardian **I accept / I do not accept** (*please circle your option*) the invitation to contact the school principal to discuss the **Level 2 Written Warning**.

Name: _____

Relationship to student: _____

Signature: _____

Contact number: _____

Additional Comments:



STUDENT BEHAVIOUR

NOTICE OF SUSPENSION

Date: _____

Consistent with the Summit International School Policies and Procedures for Managing Student Behaviour, this **Notice of Suspension** has been issued to:

_____ of Grade _____ for misconduct that has resulted in the continual disruption of the teaching and learning in the school and has led to the physical endangerment and social welfare of fellow students and school staff.

The Notice of Suspension is effective from _____ to _____.

The suspension period will not exceed 5 school days (extendable based on meeting results).

The student is in breach of the ADEC and School Code of Conduct for displaying and/or engaging in the following **Level 3** unacceptable behaviour:

(This Level 3 Notice of Suspension will be placed on the schools' electronic Student Information System {eSIS} – Behaviour)

The student agrees that there will be no further display or engagement of the above mentioned behaviour. Continuation of such behaviour will escalate to further **Level 3 Suspensions and/or Exclusion**.

As the Parent and/or Guardian you **must contact** the school principal to discuss the school reentry plan following the suspension period.

Principal/Vice-Principal
(Signature)

School Stamp

Director of Students Services
(Signature)



Appendix G

STUDENT BEHAVIOUR NOTICE OF EXCLUSION

Date: _____

Consistent with the Summit International School Policies and Procedures for Managing Student Behaviour, this **Notice of Exclusion** has been issued to:

_____ of Grade _____ for misconduct that has resulted in the continual and severe disruption of the teaching and learning in the school and/or led to the severe physical endangerment and social welfare of fellow students and school staff.

The **Notice of Exclusion** is effective from: _____.

If appropriate an alternative education placement will be identified and offered to the student and parents. If the placement option is declined the student will remain excluded until a suitable placement can be identified and agreed upon.

The student is in breach of the Summit School Code of Conduct for displaying and/or engaging in the following continual severe and unacceptable behaviour:

(This **Notice of Exclusion** will be placed on the schools' electronic Student Information System {eSIS} – Behaviour)

As the Parent and/or Guardian you **must contact** the school principal to discuss alternative education options.

Principal/Vice-Principal
(Signature)

Director of Students Services
(Signature)

School Stamp

Appendix H



Please complete and return the Parent Acknowledgment Receipt attached to this letter.

PARENT ACKNOWLEDGMENT

of

STUDENT BEHAVIOUR

NOTICE OF EXCLUSION

Date: _____

Parent: _____

Student: _____

As the Parent and /or Guardian I acknowledge receipt of the ***Notice of Exclusion*** from:

Summit International School concerning _____ (behavior)

As the Parent and/or Guardian I **will attend the school placement meeting** on (D a t e) :

_____.

Please contact the school to confirm the school placement meeting.

Name: _____

Relationship to student: _____

Signature: _____

Contact number: _____

Additional Comments:

Appendix I



STUDENT BEHAVIOUR
NOTICE OF EXPULSION

Date: _____

Education Region: _____

School: _____

Consistent with the Summit International School Policies and Procedures for Managing Student Behaviour, this ***Notice of Expulsion*** has been issued to:

_____ of Grade _____ for misconduct that has resulted in the continual and severe disruption of the teaching and learning in the school and/or led to the severe physical endangerment and social welfare of fellow students and school staff.

Previous suspensions and exclusions have not been effective in modifying the student's behaviour.

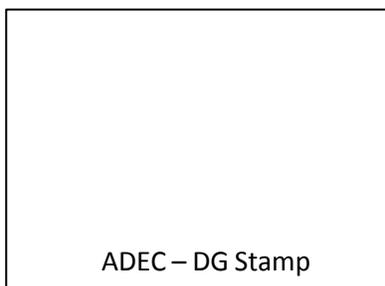
The ***Notice of Expulsion*** is effective from: _____.

The student is in breach of the Summit International School Code of Conduct for displaying and/or engaging in the following continual severe and unacceptable behaviour:

(This ***Notice of Expulsion*** will be placed on the schools' electronic Student Information System {eSIS} – Behaviour)

As the Parent and/or Guardian you **must contact** the school principal to discuss alternative education options.

Director General (signature)



Principal (signature)

Please complete and return the Parent Acknowledgment Receipt attached to this letter.



PARENT ACKNOWLEDGMENT

of

STUDENT BEHAVIOUR

NOTICE OF EXPULSION

Date: _____

Parent: _____

Student: _____

As the Parent and /or Guardian I acknowledge receipt of the **Notice of EXPULSION** from:

Summit International School concerning _____behaviour

As the Parent and/or Guardian I **will attend the school placement meeting** on: (D a t e)

_____.

Name: _____

Relationship to student: _____

Signature: _____

Contact number: _____

Additional Comments

Appendix K



Letter of Appeal
Against Disciplinary Action

Date: _____

As the Parent and/or Guardian I wish to lodge an appeal against the Summit International School's based disciplinary action handed to my child.

Student: _____

School: _____

Grade: _____

Disciplinary Action Level (please circle):

	<i>Warning</i>	<i>1</i>	<i>2</i>	<i>3</i>
		<u><i>Suspension</i></u>	<u><i>Exclusion</i></u>	<u><i>Expulsion</i></u>
<i>Level of Appeal (please circle):</i>		<i>1 Principal</i>	<i>2 Region</i>	<i>3 ADEC Central</i>
<i>Prior Appeals (please circle):</i>		<i>1 Principal</i>	<i>2 Region</i>	<i>3 ADEC Central</i>

Please attach a copy any prior appeal.

State the reason for the Appeal:

Name: _____ Relationship to student: _____

Signature: _____ Date: _____

Contact number: _____

Note: The student or the parent has the right to write a letter of appeal using different forms, provided that it includes all the above-mentioned information.



PARENT ACKNOWLEDGMENT

OF

RESPONSIBILITIES FOR SUPPORTING POSITIVE STUDENT BEHAVIOUR

Date: _____

Parent: _____

Student: _____

As the Parent and /or Guardian of the abovementioned student, I acknowledge that:

1. I have received from the school and read the Guidelines for Managing Student Behaviour at Summit International school.
2. I fully understand my role and responsibility towards encouraging my child to behave in a positive and socially acceptable manner.
3. I will support the school in managing student behaviour and will attend any meetings required concerning my child’s behaviour at school; and
4. I am aware that I will be liable to pay part or full costs of rectifying or replacing any school property damaged or destroyed through acts of vandalism and acts of willful damage or destruction of school property by my child.

Name: _____

Relationship to student: _____

Signature: _____

Contact number: _____

Additional Comments:

