



ثانوية التكنولوجيا التطبيقية
Applied Technology High School



Applied Technology High School
Policies & Procedures Manual
2022-23



صاحب السمو الشيخ محمد بن زايد آل نهيان
رئيس دولة الإمارات العربية المتحدة
HIS HIGHNESS SHEIKH MOHAMED BIN ZAYED AL NAHYAN
PRESIDENT OF THE UNITED ARAB EMIRATES



The education of the individual is the most valuable investment in this country
because it represents the foundation of progress and development





Message from H.E. Eng. Hussian Al Hammadi, Chariman, Board of Trustees IAT.

The United Arab Emirates takes great pride in its wise leadership, which has made education one of the highest priorities to its development and progress. The late Sheikh Zayed Bin Sultan Al Nahyan, God rest his soul, believed that nations achieve progress through their national manpower, and for this reason, he invested in human capital, dedicating time and effort to set the foundations and requirements needed to build a multi-talented Emirati workforce.

Sheikh Zayed insisted on the importance of developing a national educational system that can compete with the most advanced educational systems in the world. Following this, their Highnesses Sheikh Khalifa Bin Zayed Al Nahyan, President of the UAE and His Highness Sheikh Mohammed Bin Rashed Al Maktoum, the UAE Prime Minister and Ruler of Dubai, Vice President of the UAE along with His Highness Sheikh Mohammed Bin Zayed Al Nahyan, the Crown Prince of Abu Dhabi and Supreme Deputy Commander of the Armed Forces and their brothers their Highnesses Supreme Council Members and Rulers of the Emirates directed all their resources and efforts to achieve this vision. Hence, His Highness Sheikh Mohammed Bin Zayed Al Nahyan, in the form of a royal decree, established the Abu Dhabi Center for Technical and Vocational Education and Training (ACTVET) which consists of many colleges, institutes and high schools, all of which have led ACTVET, in a short period of time, to its current esteemed stand in the field of technical and vocational education.

One of the most important reasons for ACTVET achieving its current standard of excellence throughout its multiple branches is the use of pioneering curricula and its student-centered teaching methods and approaches, which place innovation and creativity as the foundation of autonomous learning among students. Our ambitions will not stop at this point as we strive to develop new, better-developed educational standards that will shape the future of education in all its aspects throughout the United Arab Emirates.

Together, the Applied Technology High Schools (ATHS) form a complete, integrated system of technical and vocational education in the United Arab Emirates, aimed at providing a scientific base for male and female Emirati students to open up future prospects for them to contribute effectively in building a knowledge-based economy of the UAE. Through the academic programs offered, the different scientific initiatives and extra-curricular activities and innovative projects, the ATHS schools aim to build Emirati citizens that are equipped with the knowledge, values and skills needed for the future of the nation.



Message from H.E. Dr. Mubarak Saeed Al Shamsi, Director General ACTVET.

I am pleased to welcome our students and educators to the 2022-2023 Academic year.

ACTVET aims to build the skills and competencies of our Emirati youth, to secure gainful employment and opportunities for lifelong learning and personal development. ACTVET has created a unique educational environment for students, parents and teachers providing a dynamic and innovative learning environment, incorporating new technologies and methodologies inside and outside the classrooms.

Our schools provide a solid foundation for students to pursue further studies or to join the industry directly. Students are prepared for higher education in distinguished national and international universities and are prepared for a wide range of careers and lifelong learning opportunities.

We aspire for the UAE youth to achieve their ambitions and support them to employ their skills and talents to become an essential part of the nation's march over the years to come, ensuring that they become the leaders of tomorrow.

We look forward to a great year working together with the students, the faculty and staff. By our collaborative efforts and commitment to work together this academic year, we aspire all our students will excel in their next step to becoming future pioneers.



Message from Dr. Ahmad Alawar, Managing Director IAT.

Dear students, Welcome to the 2022-2023 Academic Year at the Institute of Applied Technology.

As students, you are part of a vibrant and exclusive secondary and tertiary system that provides a comprehensive education. Our administration and faculty work hard to empower you with knowledge and leadership skills to ensure you have productive careers and use your talents for this country that we are blessed to call home.

The IAT Vision is to be the “First Choice for Emiratis for Career-Technical Education.” We are achieving this goal in a variety of ways. Firstly, through the expansion of high schools, thus enabling more students throughout the UAE to choose IAT for their education.

Secondly, IAT has a rigorous and challenging science, mathematics, health sciences, and engineering curriculum that will enable you to excel in further education and career endeavours. Through instruction, assessment and continuous improvement we are creating a world-class career technical education system that produces scientists, engineers, and technicians needed for the UAE to build a knowledge-based economy. Skilled and experienced teachers and curriculum experts partner with local and international industry leaders to ensure the curriculum meets industry requirements so that IAT students graduate with the right skills and knowledge.

Finally, in pursuit of the IAT Vision, the organization has determined values that we all share and that underlie our purpose and direction: Innovation, Flexibility, Professionalism, Excellence and Integrity. Each value has an important role at IAT. From the lesson plans, exams and use of modern technology to the ‘Fazaa’ volunteer and ‘SAM’ mentoring programs, IAT not only understands the values but practices each one in our daily work. I encourage all students to learn and understand the values and use them at school and home.

Best wishes for a successful 2022-2023 Academic Year. I trust each of you will achieve academic excellence this year and throughout your time at IAT.



Message from Mr. Easa Al Marzooqi, Director, High Schools System

Dear students, Welcome to the Academic Year 2022 – 2023. By joining Applied Technology High School you have made the first step towards a bright and successful future. We will support you on that journey by cultivating your skills in many areas and supporting you to develop traits like growth mindset, grit and independent learning. We will nurture your talent so that you will join the many successful ATHS graduates who have excelled in technical and vocational fields both at home and abroad.

The late Sheikh Zayed Bin Sultan Al Nayhan said, “The real wealth is the hard, sincere work which is beneficial for the humans and for the society.” At Applied Technology High School, you will be taught by the finest educators in our highly sought after programs in health, media, business, computer science, engineering and science. We will support you with pastoral care in the form of SAPET (Saturday Activity Program for Extra Curricular and Tutoring) and SAM (Student Academic Mentoring). We will provide you with opportunities to experience industry and the world of work during our internship and work placement programs. Make the most of your time with us, so that you may reach your full potential, and do your own hard and sincere work for the betterment of society.

At the Applied Technology High School, we are providing every student entering a program of study with their own iPad. In keeping with the goals of Sheikh Mohammed Bin Rashid Al Maktoum we stress on the “importance of reading and the acquisition of knowledge to reach the highest levels of innovation.” In your classes, you will find modern teaching, blended learning, differentiation, and different types of assessment for learning. Through these activities we hope that you will develop your love of learning to become lifelong learners. You will also enjoy our many heritage activities that allow us to celebrate and enjoy true Emirati culture.

His highness General Sheikh Mohammed Bin Zayed Al Nahyan said, “the education of the individual is the most valuable investment in this country because it represents the foundation of progress and development.” As you progress and develop during your years at Applied Technology High School, you will experience our modern programs that promote global citizenship, STEAM exploration, and healthy lifestyles.

Dear Students, it is your ambition and curiosity that ensures our continual growth and determination for improvement. Mutual hard work and adherence to your endeavors will allow you to join the ranks of our nation’s greatest twenty first century technicians, scientists, and engineers who uphold our country’s values and traditions. I wish you the best in all of your academic endeavors during this year and during all your time spent at Applied Technology High School.

Introduction and Purpose of the Manual

The Applied Technology High School (ATHS) is entering a period of growth and expansion and given its short history there is an urgent need for an agile and innovative responsiveness to both internal and external circumstances, opportunity and change. In response to these challenges, the Senior Management, with guidance and support from the Board of Trustees, has undertaken a major effort to establish a governing model that allows for an efficient and effective academic decision making process that is responsive as well as participatory.

To help the ATHS community understand the governing structure and participate efficiently and effectively in its decision making model, the Schools Directorate has prepared this manual. This manual includes all relevant policies, academic regulations and documents that provide the operative responsibilities and authorities needed for successful implementation of the governing structure.

Table of Contents

03	Welcome Message
08	Introduction and Purpose of the Manual
13	ATHS Vision and Mission
14	ATHS Strategic Objectives
16	ATHS School Programs
26	Policy Governance
27	Management
40	Committees
47	Quality Assurance Council (QAC)
52	1. Student Related Policies
53	1.1 Student Enrollment
	1.1.1 Admission and Registration Policy
	1.1.2 Transfer and Re-admission Policy
71	1.2 Academics
	1.2.1 Stream and Cluster Selection Policy
	1.2.2 Homework Policy
	1.2.3 School Day Policy
	1.2.4 Class Size Policy
80	1.3 Behavior
	1.3.1 Code of Conduct Policy
	1.3.2 Punctuality and Attendance Policy
	1.3.3 Academic Integrity Policy
	1.3.4 Dress Code Policy

Table of Contents

105	1.4 Health and Safety <ul style="list-style-type: none">1.4.1 School Safety Policy1.4.2 Body Mass Index (BMI) Policy1.4.3 Protection of Information Policy
115	1.5 Student Life <ul style="list-style-type: none">1.5.1 Student Council Policy1.5.2 Fazaa Program Policy1.5.3 Field Trips Policy1.5.4 Work Placement Policy1.5.5 Internship Programs Policy1.5.6 Participation in Competitions Policy1.5.7 Award Ceremonies Policy
137	2. School Services and Facilities
138	2.1 Transportation <ul style="list-style-type: none">2.1.1 Bus Transportation Policy
140	2.2 Student Wellness <ul style="list-style-type: none">2.2.1 School Clinic Policy2.2.2 Canteen Policy
144	3. Instructional Program
145	3.1 Student Progress <ul style="list-style-type: none">3.1.1 Assessment Policy3.1.2 Administration of Examination Policy3.1.3 Marking and Final Grade Reporting Policy3.1.4 Standardized Tests Policy3.1.5 Assessment Development Policy3.1.6 Data Analyses Policy3.1.7 Promotion Policy3.1.8: Remedial3.1.9: Student Attainment Policy3.1.10 SAPET Policy

Table of Contents

191	3.2 Curriculum and Instruction
	3.2.1 Language of Instruction Policy
	3.2.2 Curriculum Development and Review Policy
	3.2.3 Project Administration Policy
	3.2.4 Professional Learning Program (PLP) Policy
220	3.3 Learning Resources
	3.3.1 Instructional Technology Policy
	3.3.2 Learning Resource Center Policy
229	4. School Community Relations
230	4.1 Other Policies
	4.1.1 General Communication Policy
	4.1.2 Email Policy
	4.1.3 Parent Involvement Policy
	4.1.4 Community Partnerships Policy
	4.1.5 Alumni Affairs Policy
248	Appendix A
240	Appendix B
241	Appendix C
242	Glossary of Abbreviations and Terms





Vision

Create a world-class Career Technical Education system that will produce the Scientists, Engineers and Technicians needed for the UAE to build a knowledge-based economy.

Mission

Provide distinctive high school programs that integrate career and technical education with a rigorous academic core.

Values

- Excellence, integrity, respect, diversity, teamwork and innovation are the core values at ATHS.
- Critical thinking, collaboration, problem solving and creativity define ATHS guiding values.

ATHS Strategic Objectives

- Lead Career-Technical and Vocational Education by shaping policy and reform in line with the vision and mission of the Abu Dhabi Government.
- Enhance the level of Career-Technical and Vocational Education within ATHS Schools through ongoing research and development and by driving innovation.
- Prepare students for successful careers and further studies in technologically advanced areas in line with national qualifications (MoE, NQC) framework.
- Achieve a balance between academic and technical studies through rigorous and accelerated models of learning.
- Deliver student-centered education that is responsive to the needs of all stakeholders.
- Employ continuous improvement goals in all facilities, systems and operations.
- Ensure high quality service provision by adopting quality assurance principles for all processes, procedures and practice.
- Establish learning and work environments that stimulate all staff and students to excel.

Applied Technology High School Clusters



Applied Technology High School Programs

The program of study in the Applied Technology High School starts in Grade 09 and ends with Grade 12 (with the exception of Al Ain and Al Dhafrah which starts from Grade 06). After completion of this program, the student is given the High School certificate accredited by the Ministry of Education (MoE) in addition to the National Qualification Centre (NQC) level 4 Certificate for cluster-based programs.

The program consists of three different streams.

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The High School recognizes exceptional students and therefore offers the Advanced Science Program, which provides students with the opportunity to gain credit when enrolling in universities after they obtain the College Board's Advanced Placement (AP) certificate in Mathematics, Physics, Chemistry, Computer Science Principles, AP Capstone and Biology or Statistics and others.

Advanced Stream

This stream includes four clusters:

- Engineering and Innovation
- Computing and Artificial Intelligence
- Aeronautical Engineering
- Health Sciences

Students may choose one of the above clusters at the beginning of their study in Grade 10:

It consists of three groups of courses:

- General: Arabic, Islamic Studies, Social Studies, Moral Education, Physical Education and Health Skills
- Core: English, Mathematics, Physics, Chemistry and Biology
- Applied Technology: Computer Science, Capstone Project, Cluster Focus Courses

General Stream

This stream include five clusters:

- Applied Engineering and Technology (General / Aeronautical)
- Computer Networks
- Business and Accounting
- Creative Media Production
- Health Sciences

Students may choose one of the above clusters at the beginning of their study in Grade 10:

It consists of three groups of courses:

- General: Arabic, Islamic Studies, Social Studies, Moral Education, Physical Education and Health Skills
- Core: English, Mathematics, Science, Physics, Chemistry and Biology
- Applied Technology: Computer Science, Capstone Project, Program Focus Courses

ATHS Schedule

Periods distribution per week is as following:

In-school Learning (IL)	Self-Learning (SL)	Total
37	08	45

Monday-Thursday

Period	Timing	Duration
1	7:30 – 8:15	45 min
2	8:20 – 9:05	45 min
1 st Break	9:05 – 9:25	20 min
3	9:25 – 10:10	45 min
4	10:15 – 11:00	45 min
5	11:05 – 11:50	45 min
6	11:55 – 12:40	45 min
2 nd Break	12:40 – 13:20	40 min
7	1:20 – 2:05	45 min
8	2:10 – 2:55	45 min
9	Self-learning	-
10	Self-learning	-

Friday

Period	Timing	Duration
1	7:30 – 8:10	40 min
2	8:10 – 8:50	40 min
3	8:50 – 09:30	40 min
Break	9:30 – 9:45	15 min
4	9:45 – 10:25	40 min
5	10:25 – 11:05	40 min

Middle School Program Matrix (Grade 6 to 8)

Subject	Grade 6 to 8		
	Total	IL	SL
Arabic	5	5	-
Islamic Studies	3	3	-
UAE Social Studies	2	1	1
Moral Education	1	1	-
Physical Education	3	3	-
English	8	7	1
Math	8	7	1
Integrated Science	6	5	1
Design and Technology	4	3	1
STREAM Projects	2	1	1
SAM	1	-	1
Creative Design	2	1	1
Total	45	37	8

In-School VS. Self-Learning

ASP Program Matrix

Subject	Grade 9			Grade 10			Grade 11			Grade 12		
	Total	IL	SL	Total	IL	SL	Total	IL	SL	Total	IL	SL
Arabic	4	3	1	4	3	1	4	3	1	4	3	1
Islamic Studies	2	1	1	2	1	1	2	1	1	2	1	1
UAE Social Studies & Moral Education	2	1	1	2	1	1	2	1	1	2	1	1
Physical Education	2	2	0	2	2	0	2	2	0	2	2	0
Health Skills							3	1	2	3	1	2
English	5	4	1	5	4	1	5	4	1	5	4	1
Math	7	7	0	7	7	0	7	7	0	7	7	0
Physics	5	5	0	5	5	0	5	5	0	5	5	0
Chemistry	4	4	0	3	3	0	4	4	0	4	4	0
Biology	3	3	0	4	4	0	4	4	0	4	4	0
Statistics												
Computer Science	4	3	1	4	3	1	2	1	1	2	1	1
Technology Exploration	2	1	1									
AP Capstone (Seminar / Research)				2	1	1	2	2	-	2	2	-
Creative Design	2	1	1	2	1	1						
Fundamentals of Programming	3	2	1									
Elective				3	2	1	3	2	1	3	2	1
Total	45	37	8	45	37	8	45	37	8	45	37	8

Periods distribution per week: IL (In-school Learning) SL (Self-Learning)

Advanced Stream Program Matrix

Subject	Grade 9			Grade 10			Grade 11			Grade 12		
	Total	IL	SL	Total	IL	SL	Total	IL	SL	Total	IL	SL
Arabic	5	4	1	5	4	1	4	3	1	4	3	1
Islamic Studies	2	1	1	2	1	1	2	1	1	2	1	1
UAE Social Studies & Moral Education	2	1	1	2	1	1	2	1	1	2	1	1
Physical Education	2	2	0	2	2	0	2	2	0	2	2	0
Health Skills							3	1	2	3	1	2
English	6	6	0	6	5	1	6	5	1	6	5	1
Math	8	7	1	8	7	1	8	7	1	8	7	1
Physics	5	5	0	5	5	0	5	5	0	5	5	0
Chemistry				4	4	0				3	3	0
Biology	4	4	0				3	3	0			
Computer Science	4	3	1	3	2	1						
Technology Exploration	2	1	1									
Capstone Project										1	1	-
Cluster Focus Courses	5	3	2	8	6	2	10	9	1	9	8	1
Total	45	37	8	45	37	8	45	37	8	45	37	8

Periods distribution per week:

IL: In-school Learning

SL: Self-Learning

General Stream Program Matrix

Subject	Grade 9			Grade 10				Grade 11			Grade 12			
	Total	IL	SL	Total	IL	SL	Total	IL	SL	Total	IL	SL		
Arabic	5	4	1	5	4	1	5	3	2	4	3	1		
Islamic Studies	2	1	1	2	1	1	2	1	1	2	1	1		
UAE Social Studies and Moral Education	2	1	1	2	1	1	2	1	1	2	1	1		
Physical Education	2	2	0	2	2	0	2	2	0	2	2	0		
Health Skills							3	1	2	3	1	2		
English	6	6	0	6	5	1	6	5	1	6	5	1		
Math	8	8	0	8	7	1	8	8	0	8	7	1		
Integrated Science	6	6	0											
Physics				3	3	0	3	3	0	3	3	0		
Chemistry							3	3	0	3	3	0		
Biology				3	3	0								
Computer Science	4	3	1	3	2	1								
*Business Studies	3	2	1											
Life Technical Skills	3	2	1	-	1	-	1							
Technology Exploration	2	1	1											
Capstone Project										1	1	-		
Cluster Focus Courses	5	3	2	11	10	9	8	2	11	10	1	11	10	1
Total	45	37	8	45	37	8	45	37	8	45	37	8		

* Life Technical Skills offered in selected campuses

Periods distribution per week:

IL: In-school Learning

SL: Self-Learning

ATHS Assessment System

Table 1: Assessment Scheme of Year-based Courses

Term	Type	Category	Percentage	Weight
1	Formative	Homework	5%	30%
		Class work & Task Contribution	5%	
		Lab/Projects	10%	
		School-based Quizzes (SBQ)	15%	
	Summative	End-of-Term 1 (EoT1) Exam	65%	
2	Formative	Homework	5%	20%
		Class work & Task Contribution	5%	
		Lab/Projects	10%	
		SBQ	15%	
	Summative	End-of-Term 2 (EoT2) Exam	65%	
3	Formative	Homework	15%	10%
		Class work & Task Contribution	15%	
		Lab/Projects	30%	
		SBQ	40%	
	Summative	End-of-Year (EoY) Exam	100%	40%
Course Final Mark				100%

EoY Exam Covered Topics:

Term 1: 20%

Term 2: 15%

Term 3: 65%

ATHS Assessment System

Table 2: Assessment Scheme of Term-based Courses

Type	Category	Percentage	Weight
Interpersonal Skills	Teamwork	4%	20%
	Leadership	4%	
	Critical Thinking and Problem Solving	4%	
	Innovation and creativity	4%	
	Attendance, Respect and Punctuality	4%	
Competency-based Assessment	Progress Milestone* 1	30%	80%
	Progress Milestone 2	25%	
	Progress Milestone 3	25%	
Course Final Mark			100%

*A milestone is reached by the completion of a pre-defined set of performance criteria.

Standardized Exams

Standardized Exams	ASP			Advanced		General
	G10	G11	G12	G11	G12	G12
EmSAT			M		M	M
IELTS					O	O
SAT					O	O
AP Computer Science Principles	M					
AP Calculus AB			M		O	
AP Physics C: Mechanics		M		O		
AP Physics C: Electricity & Magnetism			M		O	
AP Chemistry			M			
AP Statistics / Biology			M			
AP Seminar		M				
AP Research			M*			

Legend

M: Mandatory

O: Optional

M*: Mandatory if student scores 3 and above in AP Seminar

Policy Governance

The Managing Directors' Directives

The daily governing and managing of the Institute, including implementing the Board's policies, assigning and charging management responsibilities, forming institutional committees, and providing operational instructions for a given institutional process are based on Academic Regulations that are typically based on Directives issued by the Managing Director.

The following Academic Regulations and Authorities, presented in this manual, are developed in line with the Managing Director's Directives and are grouped into the below categories:

- Management - Roles and Responsibilities
- Committees - Roles and Responsibilities
- Student Related Policies
- School Services and Facilities Policies
- Instructional Program Policies
- School Community Relations Policies

Management

Roles and Responsibilities

Director of High School System

School Principal

Vice Principal-Academic

Vice Principal-Operations

Lead Teachers



Director of High School System (DHSS)

Role

The Director of High School System is a senior member of the Managing Director's governing team. The DHSS is the line manager of all principals of ATHS schools and has delegated authority for the leadership and oversight of all matters that relate to ATHS schools' educational programs and activities. The DHSS is principally responsible for the planning, development, coordination, quality, administration, and evaluation of ATHS schools and their teaching staff. The DHSS chairs and is assisted by the High School System Committee (HSSC). The Managing Director may approve, modify, or reject any or all recommendation(s) made by the DHSS.

Responsibilities of DHSS

- Plans, directs and executes the educational programs within the Applied Technology High School System
- Oversees the preparation of an Annual Report summarizing progress on short and long term plans
- Promotes the country's efforts to nationalize positions and supports recruitment of qualified UAE citizens into various positions in the High School System
- Approves the marketing plan and ensures that the marketing policies and procedures reflect the vision of IAT High School Systems
- Provides effective leadership to ensure the schools fulfill the ATHS Mission
- Presents a vision and oversight of efforts to increase and support diversity and inclusion at all levels of the school
- Provides leadership and guidance to the organization by assisting the Board and staff with the development of long term and annual strategic plans for High School Systems with the evaluation and reporting of progress
- Builds strong relationships with all stakeholders, including regulators, government, employers, parents and the qualifying bodies
- Communicates with the local community, including business and industry in order to promote the system
- Selects, retains, motivates and develops qualified staff to achieve the educational objectives
- Works collaboratively with other managers to recommend policies and procedures on strategic and operational matters affecting the High School System
- Revises staff job descriptions when necessary to increase efficiency and achievement of the organization's goals, in a consultative manner, with input from staff and other appropriate resources

- Oversees staff recruitment, professional growth and development, retention, and performance evaluation
- Develops and maintains the relationship between the High School System and other educational institutions and special projects
- Monitors the implementation of strategic plans for High School Systems, in collaboration with all managers
- Oversees and manages the High School facilities including effective utilization of space and equipment throughout the system
- Identifies problems within both academic and non-academic units and initiates action for their resolution
- Manages workplace operations, including holding staff meetings and retreats and facilitating staff development to maintain and improve effectiveness and efficiency
- Performs all other duties assigned by the Managing Director

School Principal

Role

The Principal has the overall responsibility for planning and implementing policies and procedures at the school, which promote the educational development of each student and the professional development of each staff member. S/he provides effective leadership to ensure the school fulfills its mission and annual improvement plan.

Responsibilities

- Supervises all staff members – professional and non-professional of the school
- Exercises leadership by taking personal responsibility for managing the teaching team
- Promotes and models life-long learning for students, teachers and other staff. Fosters a culture of high expectations for students, teachers and other staff
- Demonstrates a sound understanding of current pedagogy and curriculum
- Ensures that student assessment and evaluation practices throughout the school are fair, appropriate and balanced
- Implements effective supervision and evaluation to ensure that all teachers consistently meet the IAT Teaching Quality Standard
- Holds responsibility and accountability for activities, day to day operations and all academic affairs of the school
- Conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the whole school program
- Ensures that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth, and excellence, in accordance with IAT policies and requirements
- Recommends opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff shares successful practices and strategies
- Maintains a clear distinction between personal values and professional ethics
- Maintains discipline in accordance with the rules and disciplinary system of the Institute
- Works collaboratively with colleagues, families, and the community to support the learning environment
- Assists in reviewing new programs, or recommends modifications to existing programs and submits program proposals for the DHSS as necessary

- Oversees the maintenance of attendance, activity planning, or personnel reports and records
- Confers with parents and staff to discuss educational activities, policies, and student behavioral or learning problems
- Counsels and provides guidance to students regarding personal, academic, or behavioral issues
- Organizes and directs committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs
- Follows up on any maintenance work needed for the facilities
- Plans and develops instructional methods and content for educational, vocational, or student activity programs
- Develops partnerships with businesses, communities, and other organizations to help meet identified educational needs programs
- Directs and coordinates activities of teachers, administrators, and support staff at school
- Participates in the evaluation of curricula, teaching methods, and programs to determine their effectiveness, efficiency, and proper implementation
- Sets educational standards and goals, and helps establish policies and procedures
- Assists in recruiting, take turns an active role in training and evaluating teachers and staff
- Enforces discipline and attendance rules
- Observes teaching methods and examines learning materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed
- Establishes, coordinates, and oversees particular programs to evaluate student academic achievement
- Collaborates with teachers to develop and maintain curriculum standards, and sets performance goals and objectives
- Collects and analyzes survey data
- Determines the scope of educational program offerings, and prepares drafts of course schedules and descriptions in order to estimate staffing and facility requirements
- Identifies and utilizes every opportunity to examine and evaluate new materials, instructional methods and curriculum designs
- Encourages staff participation in curriculum and materials evaluation
- Organizes the curriculum and sees that the necessary instructional materials are available
- Provides consistent supervision through classroom observation and conferences and submits written evaluations of faculty and staff

- Provides staff with instructional resources needed for effective teaching
- Develops an educational and professional development plan consistent with system-wide goals
- Attends departmental meetings
- Calls and conducts periodic meetings of all teachers for subject area topics or administrative matters
- Meets on regular basis with all administrative personnel of the school to ensure proper administration of all academic and administrative matters
- Establishes an environment that encourages instructional excellence
- Oversees student, home, and staff communications in matters of student supervision and discipline at school and extra-curricular events
- Ensures meaningful, continuous assessment of student learning through multiple streams of assessments including international tests, teacher assessments and interim diagnostic assessments
- Monitors students' progress and provides teachers with a variety of techniques and strategies to assess student performance
- Supervises the guidance program to enhance individual student education and development
- Serves on the admissions committee and makes student enrollment decisions
- Reviews written communications, in English, between the School and Parents
- Seeks opportunities to communicate regularly with prospective parents/students. Meets with parents to discuss student's problem
- Represents the School at professional events
- Develops and implements academic schedules for the School. Recommends staff assignments
- Prepares and submits required reports, as appropriate
- Maintains an environment which ensures the health, safety, and general welfare of both students and staff
- Ensures maintenance of all student and instructional school records
- Prepares and submits budget requests and recommendations. Monitors expenditures within his/ her area. Monitors specific inventories within his/ her area
- Directs and coordinates school maintenance services and the use of school facilities
- Attends workshops, institutes, courses, and conferences relevant to continuing professional development
- Meets timelines and deadlines as requested

- Assumes responsibility for school-related activities that extend beyond the school day
- Upholds the Institutes' code of conduct and all school policies
- Undertakes such other related duties as may be assigned from time to time by the Institutes

Vice Principal-Academic (VPA)

Role

Reporting to the Principal, the Vice Principal-Academic (VP-Academic) is responsible for the delivery of the academic program and related academic matters on campus. The VP-Academic supervises the lead teachers on campus, ensures curriculum delivery as instructed by the Curriculum Development Unit and oversees the assessment processes in line with the Assessment Department's guidelines. The VP-Academic may represent the Principal in his/her absence in the Academic Committee.

Responsibilities

- Exercises leadership by taking personal responsibility for managing the teaching team
- Holds responsibility and accountability for activities, day to day operations and all academic affairs of the school
- Facilitates the development and implementation of IAT's curriculum and project planning with the teaching team
- Fosters a learning environment where every team member is encouraged to provide ideas and suggestions leading to continuous improvement of local teaching and learning practices
- Encourages alignment of IAT Teaching, Learning and Assessment practices with instructional and delivery method to meet performance improvement standards
- Supports the development of inter-disciplinary collaboration between teams of teachers
- Supervises instructional programs, evaluate lesson plans and observe classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development
- Ensures that the instructional programs engage the learners in tasks that require analytical and critical thinking, problem solving and creativity, and that the programs address learners' needs, interests, and skill levels
- Supervises lead teachers and teaching staff for the purpose of monitoring performance, and achieving overall objectives of school curriculum
- Ensures that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth, and excellence, in accordance with IAT policies and requirements
- Observes teachers, hold follow up conferences and maintain records on suggestions for needed improvement
- Develops with individual teaching staff members a Professional Learning Program (PLP)

- Recommends opportunities for effective staff development that address the needs of the instructional program and needs of the staff, including workshops, conferences, visitations, and sessions in which the staff shares successful practices and strategies
- Provides leadership in teaching techniques, innovation and class organization
- Liaises with the Curriculum Development Unit and Assessment Department to provide up to date information on curriculum development, program evaluation, allocation of instructional materials and resources, and ensures the proper delivery of the curriculum
- Reviews the grades for System-Wide assessments and Final Examinations before submission to the Assessment Department
- Coordinates and facilitates the development of the master schedule and oversees scheduling process, selection of courses, sections, and teacher schedules
- Assists in the process of interviewing, evaluating, and selecting new staff members
- Assists in the development and presentation of parent information and conference evening programs
- Maintains a clear distinction between personal values and professional ethics
- Maintains discipline in accordance with the rules and disciplinary system of the institute
- Works collaboratively with colleagues, families, and the community to support the learning environment
- Upholds the Institutes' code of conduct and all school policies
- Undertakes such other related duties as may be assigned from time to time by the institute
- Assumes responsibility for the operation of the institute in the absence of the principal

Vice Principal-Operations (VPO)

Role

The Vice Principal-Operations (VP-Operations) assists the Principal in providing high quality leadership and support to the teaching and learning team at an ATHS school. The incumbent will hold responsibility for assisting the Principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all learners, staff and parents, leading the implementation of strategies that support the teaching and learning team in the realization of the IAT Mission.

Responsibilities

- Monitors the learners' record system
- Monitors learners' attendance and the maintenance of attendance records and following up on attendance issues with teachers, learners, and parents
- Assumes overall responsibility for learners' behavior and discipline and initiate, plan, and implement regulations to carry out this responsibility fairly, efficiently, effectively and legally
- Creates effective parent, teacher, and child communications through the Parent Teacher Association
- Supervises institute-wide activities and services such as extra-curricular activities, bus transportation, field trips, teacher and student parking, student activity areas, assembly programs and other programs as assigned by the Principal
- Attends and provides supervision at extracurricular activities
- Exercises leadership by taking personal responsibility for managing the support team, disseminating information, providing feedback, advising, encouraging and coaching
- Conducts staff evaluations as necessary, foster teamwork between staff members as well as among staff and parents, and manage budget items
- Supervises elements of IAT Performance Improvement Framework (in close collaboration with the Principal and Vice-Principal Academics) and support members of their team with fair, accurate and transparent feedback on the quality of their performance
- Conducts a performance review of each of their team members and report the result to the Principal
- Prepares formal evaluations as directed by IAT policies and regulations
- Arranges all necessary office forms as required, review and approve school purchase requests and prepare reports
- Assists in the planning and implementing of the school's guidance and health program, safety and welfare of the students in the building including up-to-date health records

- Plans and supervises all emergency preparedness programs including fire drills
- Prepares a schedule and supervises the personnel responsible for the SAPET program
- Ensures that parents and learners are served in a courteous, respectful, professional and confidential manner
- Responds to parents/learners complaints in a sensitive and timely fashion
- Prepares, collects and collates surveys, questionnaires and other feedback information
- Assists in leading and supervising a team in achieving strategic goals and objectives through the provision of services aimed at strategically marketing IAT programs to prospective students
- Assists in the process of interviewing, evaluating, and selecting new staff members
- Attends professional development and training required by the school, and actively seeks opportunities to increase knowledge, experience and skills held
- Maintains a clear distinction between personal values and professional ethics
- Upholds the Institutes' code of conduct and all school policies
- Undertakes such other related duties as may be assigned from time to time by the Institute
- Assumes responsibility for the operation of the Institute in the absence of the Principal

Lead Teachers (LT)

Role

As ATHS moves forward to fulfill its mission, teachers are called upon to provide leadership towards the accomplishment of the schools' educational objectives. Due to their daily contact with learners, teachers are in the best position to provide constructive feedback about curriculum delivery and assessment development. Accordingly, the appointment of lead teachers, one for each subject area on each campus is intended to strengthen the delivery of learning activities and to cultivate a team of effective teachers.

Responsibilities

- Exercises leadership by taking personal responsibility for monitoring and assessing the progress of all learners
- Maintains up-to-date records of learners' work and performance and communicate learners' progress knowledgeably and responsibly, based on appropriate indicators, to learners, parents, and other colleagues
- Serves as the official liaison between the campus and the respective subject specialist in the Curriculum Development Unit through VPA
- Serves as a member of the campus "Academic Committee" and other institutional committees
- Collaborates with colleagues to construct benchmark lessons
- Participates in the development of standards-based curriculum, instruction, and assessments
- Updates subject content and participates in subject content writing
- Leads the delivery of revision, coursework, remedial and enrichment programs as appropriate
- Ensures that the subject team's teaching is effectively timetabled and roomed, in liaison with the person responsible for constructing the school timetable
- Participates in formal class observations of colleagues in the subject area and provides appropriate peer assistance, feedback and possible solutions
- Offers guidance to teachers within their department in areas like course planning, professional development, standardized testing improvement or other subjects, depending on the needs of the department
- Displays a professional manner at all times and demonstrates high expectations for self, peers and learners
- Ensures that fellow teachers have both the skills and resources they need to teach their learners effectively
- Reviews lesson plans, professional development plans, assessments and other tools or methods that teachers use to raise performance standards and overall education in the school

- Ensures that appropriate arrangements are in place to cover for absent staff and that all substitutes have lesson plans
- Facilitates weekly subject area teaching staff meetings
- Coordinates effective communication and planning among all learning communities in both oral and written form, especially when conveying information from administration to colleagues
- Initiates and participates in teachers' professional development activities including orientation and training of new teachers
- Assists in the adoption of curriculum resources and textbooks ordering, and ensures that all available resources are used effectively to meet curriculum goals
- Evaluates and tracks the progress of their department. Supports the Principal and the Vice Principal by gathering and reporting data
- Follows-up with learners who are not meeting expectations and with learners who require more challenging material
- Coordinates events and Parent-Teacher Conferences
- Ensures the confidentiality of all student and family information
- Ensures that team members complete paperwork by checking inventory and general quality control within the classroom
- Helps lead and manage the development and implementation of the school strategic plan which aims to identify priorities and targets for helping learners achieve high standards and make progress, to increase teachers' effectiveness, to secure school improvement and to take responsibility for appropriately delegated aspects of it
- Supports the evaluation of the effectiveness of the School's policies and developments and analyzes their impact on teaching and learning of learners deemed to be Gifted and Talented
- Raises the standards of learners' achievement and ensures that good attainment is maintained by providing a model of high quality teaching
- Ensures that parents are well informed about the curriculum, targets and learners' progress and attainment
- Works with the Principal and Vice Principal to prepare annual goals for the subject area and lead the subject area's meetings and activities to meet these goals
- Works with the Principal and Vice Principal to identify appropriate professional development strategies and activities for the subject area as a whole and for individual teachers
- Promotes high standards and expectations for all learners and staff academic performance
- Runs normal classroom duties but with a smaller load than other full-time teachers in addition to responsibilities specific to the position of the lead teacher

Committees

Roles and Responsibilities

High School System Committee

Academic Committee

Disciplinary Committee

Quality Assurance Committee

School Improvement Committee



High School System Committee (HSSC)

Role

The High School System Committee (HSSC) is responsible for planning, managing, coordinating and overseeing all matters related to educational programs and their resources in ATHS schools. The committee is chaired by the DHSS and reports directly to the Managing Director.

Responsibilities

- Reviews and develops proposals and action plans concerning the development, maintenance and continuous improvement of ATHS schools and recommends them to the Managing Director in line with IAT's vision and mission
- Ensures high level of educational quality through the conduct of courses and curriculum review and monitors the development of new curriculum in accordance with best practices
- Ensures the adequacy of teaching and learning resources, facilities, and supports personnel for both current and future school curriculum needs
- Selects and nominates lead teachers for all schools for approval by Managing Director
- Coordinates with the Institutional Effectiveness and the Curriculum Development Unit to support and provide resources for continuous school improvement including professional development plans for teachers and staff
- Considers and acts on academic data including teaching evaluations, student feedback, student academic progression rates, exam assessment reports and other relevant information
- Recommends to the Managing Director ways and means to enhance knowledge and skills of ATHS students to ensure their success in their subsequent educational and career paths
- Contributes to IAT policy development, implementation and review
- Advises the Managing Director on:
 - External reporting of ATHS schools educational activities in coordination with the Manager of Institutional Effectiveness
 - Issues relating to and affecting international academic collaboration and partnership
 - Other responsibilities as assigned by the Managing Director

Procedures

The Committee shall, in its first meeting, develop its methods of procedure including frequency of meetings, reporting method, and other operating principles. A copy of all meeting minutes should be sent to the Managing Director.

The High School System Committee members are:

- DHSS (chair)
- Principals
- VP-Academics
- HR Representative nominated by the Director Support Services

Central Academic Committee (CAC)

Role

The Central Committee is responsible for planning, managing, coordinating and overseeing all matters related to educational programs and their resources in the school system.

Responsibilities

- Provide guidance to ensures high level of educational quality of teaching and learning in the school system.
- Engage in reviewing the curriculum matrix, assessment policies and guidelines, academic calendar and school timing.
- Review and steer different initiatives and best practice accross the ATHS System.
- Address challenges that may arise in the ATHS System and help propose effective solutions.
- Explore local and international best practices in education and advise adoption in the system.
- Contributes to IAT policy development, implementation and review.
- Contributes to student related policies and procedures.
- Takes on other responsibilities as assigned by the MD.

Procedures

The CAC will meet at least once every three weeks to discuss and review school system's academic requirements. A copy of all meeting minutes should be sent to the MD office.

The Academic Committee members are:

- DHSS (chair)
- School Principal (4)
- VP-Academic (2)
- CDU Senior Manager
- LRC & Assessement Senior Manager

School Academic Committee (SAC)

Role

The Academic Committee is responsible for planning, managing, coordinating and overseeing all matters related to educational programs and their resources in each respective school.

Responsibilities

- Ensures high level of educational quality through monitoring the process of teaching and learning
- Ensures the adequacy of teaching and learning resources, facilities, and support personnel for both current and future school curriculum needs
- Designs and implements continuous school improvement plans including professional development plans for teachers and staff
- Considers and acts on academic data such as teacher evaluations, student feedback, student attrition and academic progression rates, exams assessment reports and other information
- Recommends to the school principal ways to enhance knowledge and skills of ATHS school graduates as to ensure their success in their subsequent educational and career paths
- Contributes to IAT policy development, implementation and review
- Contributes to student related policies and procedures
- Takes on other responsibilities as assigned by the DHSS

Procedures

The Committee will meet at least once a week to develop and review methods of procedures and other operating principles. Meetings can be scheduled more frequently if necessary. A copy of all meeting minutes should be sent to the Principal.

The Academic Committee members are:

- School Principal (chair)
- VP-Academic
- VP-Operations
- Lead Teachers
- e-Learning Coordinator
- Librarian

Central Disciplinary Committee (CDC)

Role

Central Disciplinary Committee is responsible for managing and reviewing disciplinary misconduct received from each campus. The committee devises measures that help students and staff to avoid any engagement in activities that breach discipline. The committee advises the DHSS through proper documentation and investigation of disciplinary cases to confirm or reject the recommendations.

Responsibilities

- Reviews behavior and absence cases submitted by each school disciplinary committee
- Maintains confidentiality of cases and a high level of ethics
- Communicates reports and recommendations to the DHSS
- Documents and reports all cases accurately and in a timely manner to the DHSS. (Reports to be written in Arabic language)

Procedures

The CDC will meet when the need arises for a disciplinary decision on major violations. The committee meets, reviews and investigates the sequence of evidence, based on which the committee proposes a corrective action. The committee completes a dismissal report and submits it to the DHSS. The CDC chair will send the final recommendations to the DHSS for approval. After the approval of the DHSS, the dismissal request is sent to the MD for a final authorization by CDC chair. After MD approval CDC chair to cummuincate with school Principal for implementation.

The CDC committee members* are:

- Senior Manager of Student Services (Chair)
- Vice-Principal Operation (Vice Chair)
- Vice-Principal Operation (Member)
- Counsellor (Member)
- Directorate Student Service Coordinator (Secretary)
- One more member may be nominated by MD

School Disciplinary Committee (SDC)

Role

The Disciplinary Committee is responsible for managing and reviewing disciplinary misconduct at each campus. The committee devises measures that help students and staff to avoid any engagement in activities that breach discipline, but will not be a body whose only duty is to execute punishment. The committee advises the Principal through proper documentation and investigation of disciplinary cases to confirm or reject the recommendations.

Responsibilities

- Ensures high level of discipline and a safe learning environment in schools
- Reviews behavior and absence cases, of misconduct and determines whether the dismissal should be confirmed or revoked
- Reviews evidence medical reports documents reports and keeps accurate records of students' disciplinary cases
- Proposes a course of action for breach of conduct
- Maintains confidentiality of cases and a high level of ethics
- Communicates reports and recommendations to the principal
- Documents and reports all cases accurately and in a timely manner to the Central disciplinary committee. (reports to be written in Arabic language)

Procedures

The SDC will meet when the need arises for a disciplinary decision on major violations. The committee meets, reviews and investigates the sequence of evidence, based on which the committee proposes a corrective action. The committee completes a dismissal report and submits it to the principal. The principal endorses the recommendations on the dismissal report and completes a dismissal request form, which is then sent to the Central Disciplinary Committee (CDC) for revision and approval. After the approval of the DHSS, the dismissal request is sent to the MD for a final authorization. Samples of evidence that can be reviewed by the committee include witness reports, students progress reports, previous minor violation documents and recommendations from the principal. All communication shall be documented and shared with the higher management when needed.

The SDC members are:

- VP-Operations (Chair)
- Counsellor or Nominated Admin Staff (Secretary)
- Lead Teacher or Teacher (Member) / Nominated by School Principal
- Admin (Member) / Nominated by School Principal

Quality Assurance Council (QAC)

Purpose

The purpose of this process is to outline the annual Quality Assurance (QA) cycle that runs from August-July of each academic year.

Policy Statement

The Quality Assurance committee will act as a 'data team', to review external exam performance against targets in the strategic plan and propose evidence-based strategies for improving curriculum, assessment, teaching and learning. Staff from each campus, selected by the Principals and approved by DHSS and the Managing Director, constitute the Quality Assurance Council (QAC) which is chaired by the Institutional Effectiveness Department. Within the schools, a School Improvement Committee is formed and includes teachers and administrators selected by the Principal to review and update the previous academic year's School Improvement Plan (SIP). The committee should be comprised of both ATHS faculty. The Principal and Vice Principals are automatic members of the School Improvement Committee and at least one of them should be present at each meeting. One member of the School Improvement Committee should be the representative on the QAC.

Implementation Procedures

At the start of each year, the committee will review last year's EmSAT and AP results against targets in the strategic plan, and use root-cause analysis to diagnose the causes of areas which do not meet expected performance. Then it will devise a set of high-impact strategies to address the root cause, based on research and best practices to make recommendations to the DHSS. Once approved, the committee will translate these into action plans for the curriculum unit, the assessment unit, and schools to implement. These will be monitored on a termly basis, with progress reported to the DHSS.

The QA cycle undergoes the below activities:

Forming the Quality Assurance Council

Based on the Principal's nomination and DHSS approval, the Managing Director endorses one or two staff members from each school to serve as QAC Representatives. The members remain in their positions for two academic years. Principals and Vice Principals also serve on the QA Council.

Orientation by Institutional Effectiveness (IE)

At the start of each academic year IE meets with Principals, Vice Principals and the QAC either through an Academic Week presentation and/or individual school workshops. The purpose is to introduce the UAE School Inspection Framework (USIF) and accreditation bodies' standards, development and follow up of the SIP, and the QA cycle.

Establishing a School Improvement Committee

Each school requires a School Improvement Committee determined and chaired by the Principal or VP-Academic. The purpose of this committee is to complete the SIP and engage the school in the documentation process and the concept of continuous improvement. The School Improvement Committee monitors and oversees the completion of annual school goals and objectives in the SIP.

Developing and Monitoring the SIP

The School Improvement Committee reviews the previous year's SIP. If the school is in its first year of operation then the School Improvement Committee must develop a new one. The Principal then submits the completed SIP to IE and the DHSS by a preset deadline. IE uploads the SIPs onto the QA intranet following the DHSS approval. The DHSS, the Principals, the Vice Principals, and the faculty selected as QA Council Representatives all have access to the QA intranet. The approved SIP should be disseminated to all teachers and administrators within the school. The action plans within the SIP should be assigned to a responsible person who monitors their implementation.

Closing the QA cycle

Each School Improvement Committee meets at the end of the academic year to develop the SIP Closure Report. The Principals are responsible for providing information based on the SIP and reporting achievements and any improvements that remain outstanding to the DHSS and IE.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Managing Director (MD) will:

- Approve the Quality Assurance Council Representatives.

The DHSS will:

- Approve the schools' SIPs.

The Institutional Effectiveness (IE) Unit will:

- Formulate and maintain the processes within this policy.
- Develop the Annual Report.

The School Principal will:

- Establish a School Improvement Committee.
- Submit the school's SIP to IE and DHSS.
- Provide information for the annual report based on SIP targets, achievements and identified areas for improvement.

The Quality Assurance Council will:

- Advise the School Improvement Committee of USIF and accreditation bodies' standards, SIPs, and QA Cycle.

The QA Council Representative will:

- Serve as Secretary on their School Improvement Committee.
- Work with the School Improvement Committee to develop and/or review the annual SIP.
- Monitor their school's SIP progress throughout the academic year with the Principal, Vice-Principals and School Improvement Committee.
- Help the Principal and Vice Principals communicate the importance of continuous improvement and the SIP.
- Support the Principal and Vice Principals in ensuring the completion of SIP action plans.
- Assist the Principal and Vice Principals in the preparation for the upcoming USIF and accreditation bodies' visits.

The School Improvement Committee will:

- Review the previous year's SIP.
- Implement SIP action plans and monitor progress throughout the academic year.
- Document evidences of school improvement efforts.
- Close current academic year's SIP.

The Quality Assurance Committee members are:

- Institutional Effectiveness Representatives
- Principals
- VP-Academic
- Teachers as appointed by the principals
- Senior Manager, CDU

Policy History

Date approved: September 2011

Date Revised: June 2015

Date Revised: October 2022

For Review: 2025

School Improvement Committee

Purpose

The purpose of this policy is to provide information on developing and reviewing the School Improvement Plan (SIP).

Policy Statement

The SIP was introduced to the ATHS schools in 2009 to encourage each school to think critically about continuous improvement. Also, SIPs are an excellent way of meeting the demand of keeping evidence of continuous improvement efforts.

Implementation Procedures

The Institutional Effectiveness (IE) department will provide the SIP template on the QA intranet and share it with the Principals and QA Council Representatives at the beginning and end of the academic year. This template must be utilized by the schools. The completed document should contain the relevant goals of the school for the upcoming academic year. The document must also have SMART objectives and achievable action plans, with clearly outlined responsibilities and timelines for each.

Whilst a school may have many goals, the SIP should only contain the urgent/important ones identified from any of the following:

- USIF and accreditation bodies' audit visit reports
- Incomplete action plans from the previous academic year's SIP
- Student assessment results
- ACTVET Key Performance Indicators for schools
- Any stakeholder feedback

The Principal submits the SIP to the DHSS for approval. The School Improvement Committee follows up on the progress of the action plans throughout the academic year.

At the end of the academic year, IE will email the SIP Closure Report Template to the campus Principal and QA Council Representative. Any achievements and outstanding action plans must be reported using the template.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Institutional Effectiveness Department will:

- Formulate and maintain the policy.
- Conduct SIP workshops in order to assist the committees.
- Review drafts before submission to the DHSS.
- Provide templates for the SIP and SIP closure report.

The School Improvement Committee will:

- Develop their SIP at the beginning of each academic year, monitor and document progress of the actions plans within it and complete a closure report at the end of the academic year.

The School Improvement Committee members are:

- School Principals (chair)
- VP-Academic
- VP-Operations
- Lead Teachers
- e-Learning Coordinator
- Librarian

1. Student Policies

- 1.1 Student Enrollment
- 1.2 Academics
- 1.3 Behavior
- 1.4 Health and Safety
- 1.5 Student Life



Policy 1.1.1: Admission and Registration

Purpose

This policy aims to ensure that applicants to ATHS schools have the required skills and abilities to pursue their academic, technical, and vocational educational paths, and contribute to the development of the knowledge-based economy.

Policy Statement

ATHS schools are dedicated to preparing students for success in the rapidly-evolving 21st Century knowledge economy. For this reason, ATHS has established admission procedures for incoming students to ensure that they possess the necessary skills to pursue their career-oriented educational goals.

Admissions Committee

A committee responsible for admissions will be established within the school system, reporting to the Managing Director. This Admissions Committee will review applications from schools and provide admission recommendations to the Managing Director, following the guidelines outlined in the Admission Policy. The committee will conduct its operations with professionalism, ensuring equality and fairness in its processes.

ATHS Admission Committee members are:

- Senior Manager – Students Services, Chair.
- Supervisor – Registrar (member)
- Admission head, (member)
- Other members assigned by the chair as needed.

Admission requirements at ATHS

- Being a citizen of the UAE or having equivalent status (male or female).
- Successfully passing the fifth grade for grade six applicants (at Al Dhafra and Al Ain ATHS Schools).
- Successfully passing the sixth grade for grade seven applicants (at Al Dhafra and Al Ain ATHS Schools).
- Successfully passing the seventh grade for grade eight applicants (at Al Dhafra and Al Ain ATHS Schools).
- Passing the eighth grade for grade nine applicants (at all ATHS branches).
- Successfully passing the admission exam and personal interview.
- Providing a medical fitness certificate.

- Completing the online application form, as well as all required forms and providing all necessary documents.
- School expenses will be covered by the school except for the cost of the school uniform.
- Students must comply with ATHS policies and regulations.

Non-UAE national students, including children of IAT staff and international students, may also apply for admission under the following conditions:

- Non-national students cannot exceed 2% of the total student population.
- Students must undergo a special admission exam.
- Students must achieve a score of 85% or higher in their previous end-of-year results, and their report card must be attested by their previous school.
- School expenses will be the responsibility of the student's guardians, with a 25% discount for children of IAT staff.

Age Policy

The Age Policy for applicants to the ATHS system is determined by the table below. The age of the student will be calculated as of the first day of the academic year.

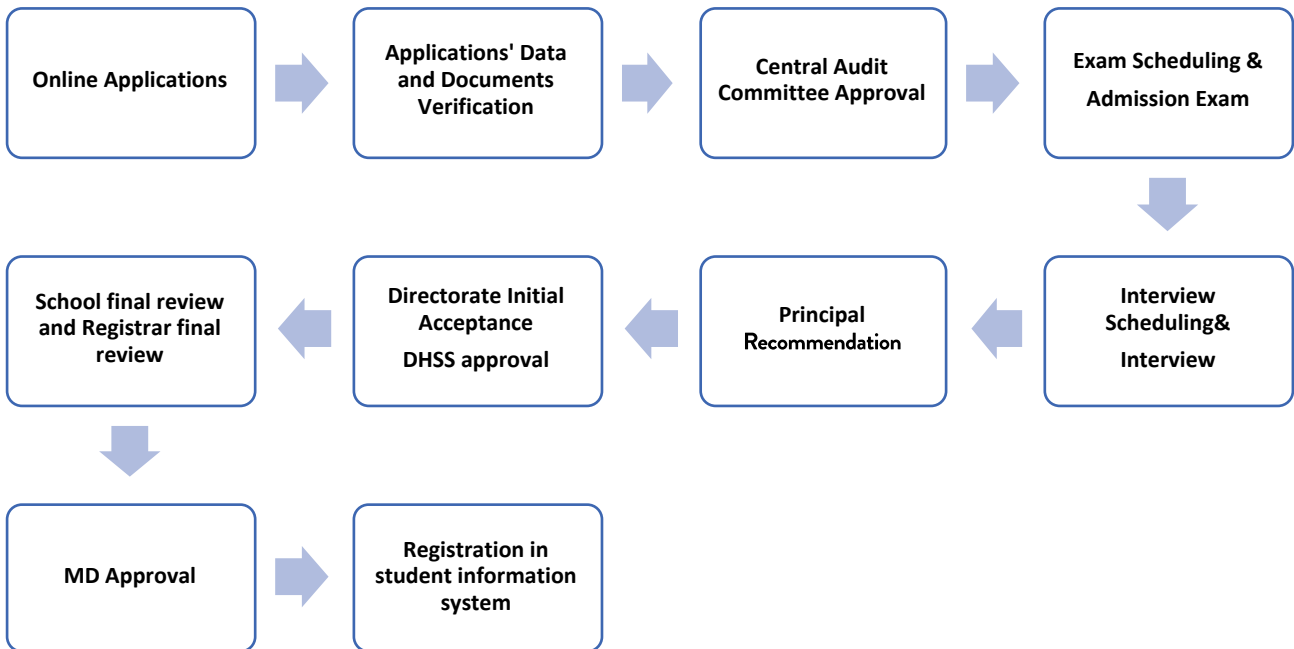
Grade Level	Age Group
ATHS Grade 06	11-13 Years Old
ATHS Grade 07	12-14 Years Old
ATHS Grade 08	13-15 Years Old
ATHS Grade 09	14-16 Years Old

Applicants who do not meet the age requirements for admission may request an exemption by submitting the following documents to the Student Services Office:

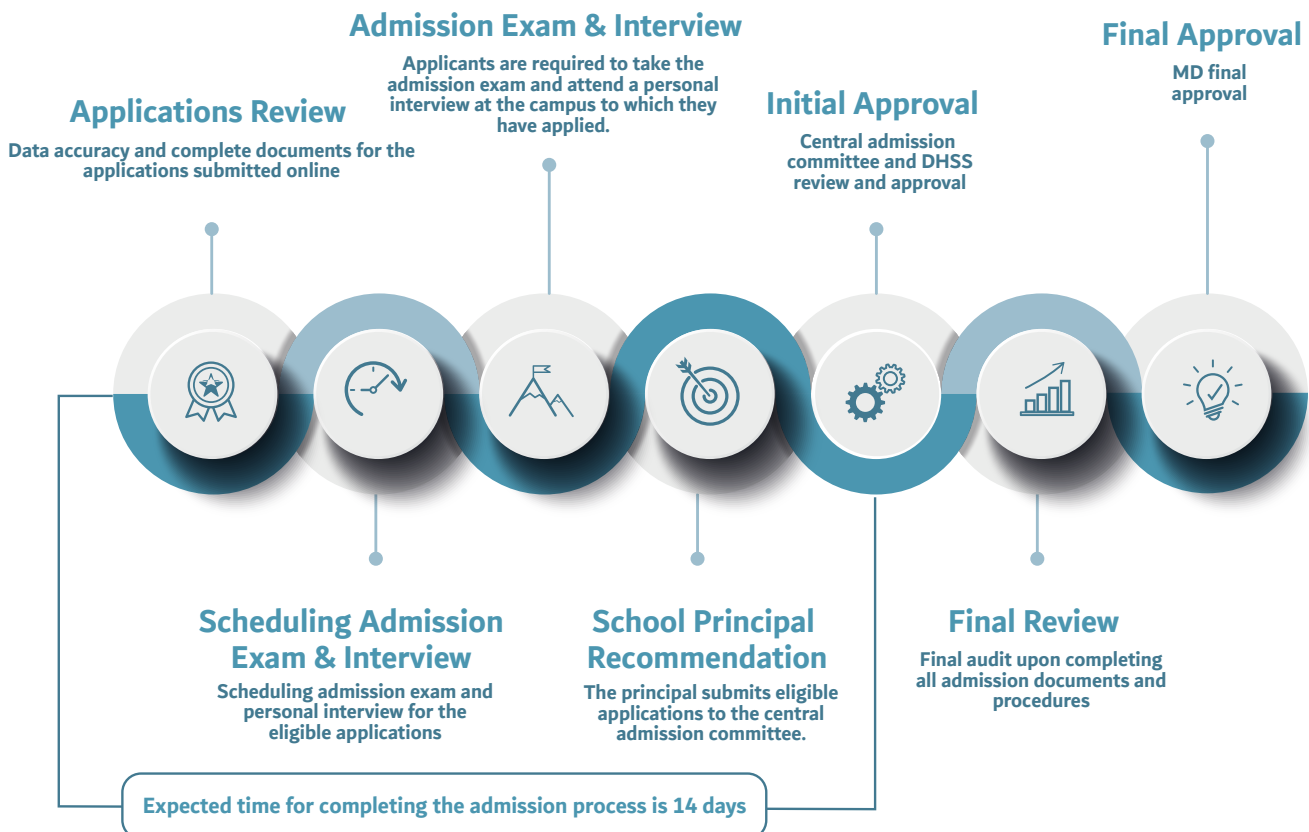
- Birth certificate
- Colored copy of Emirates ID (front and back)
- End-of-year report cards for the previous two academic years
- A signed letter from the student's guardian explaining the reasons for not meeting the age criteria.

The school's student services team will review and verify the age exception requests. Once verified, the request will be forwarded to the directorate admission committee for final review. If the exception is approved, it will be forwarded to the Board Secretary for board approval. If approved, the applicant will be authorized to proceed with the exam and interview. If not approved, the application will be rejected.

Admission and Registration Process



Admission Process Timeline



Online Applications

Applicants are required to submit their applications online through the ATHS website along with the necessary documents. After submission, applicants will receive a notification and an application number, as well as details regarding the next steps in the admission process.

Applicants' Data and Documents Verification

The student services staff at each school will review the applications and ensure that all data and documents are complete and accurate. Eligible applications will be scheduled for the admission exam, which is a necessary requirement for fulfilling the admission requirements at ATHS schools.

Non-eligible applicants who are seeking an exception must go through an approval process before being authorized to proceed with the admission exam and interview. More information regarding the approval process can be found in the admission exceptions section.

Central Audit Committee

Central Audit Committee reviews applications and approves eligible applicants.

Admission Exam

The Assessment Department grants authorization for the admission exam through the admission system for scheduled applicants on the same day of the exam.

After the admission exam, the Assessment Department applies the approved Admission Exam Threshold to the compiled results, which has been approved by DHSS. The results of the admission exam are then released within 24 hours from the exam date.

Absent and Failed applicants:

- Absent students may be invited to the admission exam again if they provide a valid absence reason approved by the school principal.
- Failed students may request a chance to re-sit the exam for the first time, subject to approval by DHSS.

Interviews

Applicants are scheduled for interviews by the school, which takes place in parallel with the admission exam. The interview date is communicated to the applicants beforehand.

On the day of the interview, details of the interview and the results are entered into the interview module in the admission system.

Principal Recommendation

Eligible applicants who pass both the admission exam and interview are recommended by the school principal as fulfilling the admission criteria.

Central Admission Committee Initial Acceptance-DHSS approval

The Senior Manager of Student Services and DHSS review the applicants who have been approved by both the Principals and the Central Audit Committee. If approved, the initial approval is granted and a notification is sent to the School, ACTVET, and the applicants with an initial acceptance letter.

School and Registrar Final Review

To complete the admission process, applicants are required to provide an attested End of Year (EoY) passing report card, a transfer certificate, and any other documents/forms requested by the school to complete the admission process.

The school will review all the required final documents for admission completion and submit an approval request to the school registrar via the admission information system.

The School Registrar reviews the approval requests from schools, and all eligible applications are then forwarded for MD approval.

To confirm eligibility for the grade level applied for, any report card with an unclear grade level state must be accompanied by an equivalency certificate from the Ministry of Education (MoE).

If a student's marital status changes to married during or after admission, their application will be rejected.

Providing false information during the admission and registration process by the applicant or guardian may result in rejection of the application.

MD Approval

The eligible applications are approved by the Managing Director, and the final approval is granted. Applicants are then notified with an official acceptance letter.

The admission information system automatically notifies Student Services Directorate, Principals, DHSS, and DSS office about the applicants who have received approval from the Managing Director.

Registration in Al Manhal

Upon approval by the MD, the Registrar proceeds to register the approved applicants in the student information system.

Student Agreement

The Student Services Department will create a student agreement document that must be signed by each applicant and their guardian. The school will keep a record of the signed document in both the physical school records and the admission system.

The student agreement document outlines the basic responsibilities of all three parties involved, namely ATHS, the student, and the guardian, to ensure that educational objectives are achieved.

Acceptance letter Template

After the MD approves an applicant, the applicant will receive a notification with an attached acceptance letter officially stating their admission to ATHS. With this, they can proceed with the registration process.

Registration

During the registration process, candidates and guardians are required to complete all necessary procedures and provide the following documents:

- An authenticated End of Year report card from the MoE.
- A completed transfer form from the applicant's previous school, which must be approved and authenticated by the regional education district of the MoE.
- A Medical Fitness Certificate.
- The registration form, which should be filled out in the application system and accompanied by the relevant documents required at this stage.

All registration procedures should be completed before the first day of the academic year as specified in the ATHS academic calendar. Providing false, inaccurate, or misleading information during the admission or registration process may lead to denial of admission or dismissal from ATHS.

ATHS Admission Exception

To ensure that admission criteria are met, students must register through the unified Student Admission System online, which is configured with the approved admission criteria by the board of trustees.

In some cases, the system may conditionally allow certain students who do not meet the criteria to submit an admission application. However, such applications must go through a special approval channel, where they will be reviewed and authorized by the board of trustees before they can proceed through the normal admission process. The following categories fall under this exception process:

- People of determination (provided their disability does not prevent them from meeting ATHS curriculum requirements).
- Mature students, who may not meet the typical age requirements for admission.
- Students with prior learning that may be recognized for credit towards their program of study.

Students falling under the above categories are not permitted to go through the regular admission process unless approved by the board of trustees through an appeal process, which includes the following steps:

- The Student Services team at the schools must raise an appeal or exception request through the admission system for review by the Directorate Admission Committee.
- The Directorate Admission Committee will review the submitted applications and verify the validity of the appeal request through the submitted documents. Valid applications will be forwarded to the Secretary of the board of trustees for review.
- The Secretary of the board of trustees will review the appeal applications with board of trustees members and send approved applications back to the ATHS Directorate Admission Committee.
- The ATHS Directorate Admission Committee will then send the approved list to Student Services at the schools, who will proceed with the regular admission process. All admission criteria will be implemented to ensure the academic eligibility of candidates who fall under the appeal criteria.

UAE national applicants falling under the following exemption categories may proceed with the normal admission process. However, if they fall slightly short of the acceptable minimum required admission criteria, the Admission Committee may consider raising their applications to go through the appeal process outlined above. The exemption categories are as follows:

- Applicants who meet nearly all of the acceptable minimum required admission criteria.
- Sons and daughters of martyrs.
- High-level or professional athletes in sports.
- Applicants with social considerations/cases.

Related Record Keeping

Reference ID/ No.	Record Title	Location	Retention
Academic Year	Application Form	Admission System Database	5 Years
Academic Year	Exam Material	Assessment Unit, Admission System	5 Years
Academic Year	Test Guidelines	Assessment Unit, Admission System	5 Years
Academic Year	Approved list post entrance exam	Admission System Database	5 Years
Academic Year	Interview Rubric	Admission System	5 Years
Student ID	Registration Form	Admission System	5 Years
Student ID	Student Docs. <ul style="list-style-type: none"> • Passport copy, • Family book • Emirates ID • Birth Certificate • End of previous year report card • Personal Photo • Attested end of current year report card • Transfer certificate • Medical fitness certificate 	Admission System	5 Years
Academic Year	Approved list post interview	Admission System	5 Years
Academic Year	List of eligible students recommended by Central Audit committee	Admission System	5 Years
Academic Year	List of eligible students recommended by Central Admission committee	Admission System	5 Years
Academic Year	MD Final list of eligible students	Admission System	5 Years

Student ID Number	Acceptance Letter	Admission System	5 Years
Student ID	Marks and report cards	Learning resources Data base backup SAN storage system	Permanently
Student ID	report cards	Learning resources Data base backup local storage system	Permanently

Roles and Responsibilities

Board of Trustees will:

- Review all appeal and exception applications, and authorize approved ones to proceed with the normal admission process
- Approve any exemption cases in terms of age or any other exemptions.

The Managing Director will:

- Establish the timeline for the admission process each academic year.
- Approve eligible candidates for admission each academic year.

The Student Services - Directorate will:

- Monitor the entire admission process to ensure that schools are adhering to the admission policies and procedures while maintaining the flow of the process in the admission system without any delays.
- Audit the review process conducted by schools for data and document accuracy.
- Review the applications recommended by school principals, the Central Audit Committee, and grant initial acceptance letters for eligible applicants.
- Review EoY and transfer certificate documents and forward all eligible applicants for MD approval.
- Register all eligible applicants approved by MD in the student information system.
- Provide support to schools as and when needed.

The Curriculum Development Unit will:

- Develop the written templates for admission examinations and interview questions

The Assessment Department will:

- Ensure all documents related to the admission exams are prepared and ready for the scheduled exams.
- Establish the pass/fail criteria as agreed upon by DHSS.

- Release the exam results in a timely manner after being reviewed and approved by the Assessment Manager.

The School Administration will:

- Review all entered details and verify their accuracy, and ensure all required documents are valid and complete.
- Review all details entered in the admission system for accuracy and verify the completeness of all required documents.
- Administer the admission exam and interviews according to the policies and procedures set forth.
- Follow up on the admission process in the admission system and ensure applicants are guided through the various phases with no delays.
- The Principal is responsible for recommending eligible applicants who pass both the exam and interview
- The Student Service Department is responsible for staying in contact with applicants and providing support throughout the entire admission process, including responding to inquiries.
- Review the EoY attested report cards, transfer certificates, and medical fitness certificates submitted by applicants, and then request a final admission review from the school registrar.
- Ensure all applicants approved by the MD are registered in the student information system.
- Report any milestones that could cause delays to the Student Services Directorate.

The candidates and their guardians will:

- Complete all required admission and registration forms and follow the procedures outlined in the policy.
- Provide the necessary documents in a timely manner.
- Ensure that the information provided is accurate and that all documents are valid and up-to-date.

Policy History

Date Approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

Date Revised: January 2023

For Review: 2025

Policy 1.1.2: Transfer and Re-admission

Purpose

The purpose of this policy is to provide guidelines for student exit, transfer and readmission to ATHS schools.

Policy Statement

ATHS schools have established transfer, exit and re-admission procedures for students who desire to exit or move between schools in the school system in order to provide flexibility, and to accommodate students' needs.

Implementation Procedures

Exit due to transfer out of ATHS Schools

Students who desire to transfer out of ATHS to another school should follow the below procedure:

- Student /Guardian Submit a transfer request letter to the Student Services Department signed by guardian mentioning the reasons of the transfer request.
- Student Services Department raise the request to the Transfer Committee in the school that is consisted of the below members:
 - VP-Operation
 - Social counselor
 - Senior student services coordinator
 - VP-Academic (optional) VP Academic participation is needed only if the transfer reasons were due to academic issues.
- Transfer Committee will follow the below procedure:
 - Review the transfer request, student academic progress, attendance status, and behavior status.
 - Meet with the student and his guardian to suggest solutions if needed.
 - Document the meeting and prepare the below documents:
 - Guardian transfer request letter.
 - No objection letter from the school that the student is being transferred to, or any proof that clarifies the destination that the student is being transferred to.
 - Student's end of previous year report card and most recent report card.
 - Student attendance report for the most recent term.
 - Student behavior report for the most recent term.

- Meeting minutes for the school meeting with the student/guardian.
- Raise the case to the school Principal attached with the documents mentioned above (if student/parent are insisting on the transfer with valid reasons).
- School Principal review documents and approve transfer if appropriate or return the case to the Transfer Committee for further actions if needed.
- Principal forwards his approval to the Student Service Department in the campus to proceed with the student clearance process.
- Student Services create a clearance form for the student and support him in completing his clearance with the different entities in the school.
- Student Services Department issue a formal transfer letter that is attached with the below:
 - Clearance form attached with the signed buyback form related to his device completed and signed by the school Principal. Below are the steps that should be followed to complete the buyback form:
 - Student services communicate the transferee details to the IT department, who in turn fills in a buyback form that has the device details as well as the value of the owned device.
 - Student services communicate the value of the owned device to the guardian and provide the ATHS IBAN to deposit the amount.
 - Guardian provides the student services department with the payment slip.
 - Student services return the buyback form attached with the payment slip to the IT department.
 - IT department communicates with the Finance department to confirm they have received the bank deposit.
 - IT department signs the buyback form upon Finance department confirmation, and then they sign the clearance form in the IT section.
 - No objection letter from the school that the student is being transferred to another school.
 - Guardian transfer request letter.
 - Student end of previous year report card and most recent report card.
 - Meeting minutes for the school meeting with the student/guardian.
- Student Service Department forward the transfer letter to the school Principal attached with the documents mentioned above for his signature.
- Principal forwards the transfer letter to the Senior Manager Student Services attached with the documents mentioned above for his signature.

- Senior Manager Student Services signs the request if appropriate and forwards his approval to the school and registrar.
- Student services department in the school provide the student with the official signed transfer letter.
- Student submits the letter to the school he / she is intending to transfer to.
- Destination school raise a transfer request in the student information system attached with the transfer letter issued from ATHS if the destination school is using the same student information system.
- School registrar approves the transfer request in the student information system if appropriate and the student record is then transferred into the new school in the student information system.
 - If the destination school was not under MOE student information system, the approved transfer letter should be delivered to school registrar to exit the student from the student information system due to transfer out.

Transfer between ATHS Schools

Students who wish to transfer from one ATHS school to another due to relocation, should follow the below procedure:

- Guardian submits a transfer request letter to the Student Services Department in the current school being attended, mentioning the new location he is moving to, along with a proof of his new residence location.
- Guardian fills in (Student Internal Transfer Form) provided by the Student Services Department.
- Student Services Department raise the request to the VP-Operations attached with the students' most recent report card and the proof of residence relocation.
- VP-Operation signs the form and forwards it to the principal.
- The school principal signs the form and communicates the request to the destination campus to check if there are vacancies available.
- The school Principal in the destination campus fills in the student internal transfer form with his approval if vacancies are available, and then return the form back to the requester/current school.
- Destination campus raise an internal transfer request in the student information system for registrar approval attached with the signed form by both the current and the destination school principals' signature.
- School registrar transfers the student to the destination campus in the student information system accordingly.

Transfer between Clusters

Students who wish to transfer from one ATHS school to another due to relocation, should follow the below procedure:

- Students who wish to change cluster in grade nine or ten throughout the first month of the academic year should follow the procedure below. Criteria to follow regarding students changing their stream in Grade 9 and Grade 10 is available in section 1.2.1 of this Policy: Stream and Cluster Selection:
- Fill in the cluster change request form with the reason for change signed by parent / guardian and submit it to the Student Services department in the school.
- Student Services Department raise the request to the VP-Academic for review and approval.
- VP-Academic raises the request for Principal review and approval.
- Student Services raise the transfer request in the student information system attaching the signed transfer request by principal for registrar actions.
- Registrar moves the students' cluster in the student information system.

Students in G11 or G12 are not allowed to change clusters.

Exit due to Marital Status change

If the students' marital status has been changed to married, the below procedure should be followed:

- Guardian should submit an official letter to the Student Services Department which clarifies the updated marital status of the student attached with a marriage certificate along with the Students' family book.
- Student Services Department raise the case to the school principal with the students' passport copy and Emirates ID attached.
- School Principal communicates the case to Senior Manager Student Services and DHSS to confirm that the student should be expelled for marriage reasons.
- If confirmed by Senior Manager student services and DHSS then School Principal communicates with guardian and informs about the school decision to expel the student due to marriage.
- School communicates the case attached with DHSS approval to the registrar.
- Registrar expels the student from the student information system and adds the exit reason as (expelled for marriage reasons).

Exit due to student death

Students should be withdrawn from the student information system in the case where their death was reported by the guardian attached with a death certificate.

Death certificate is to be submitted to student services at the campus where the student was studying at and then forwarded to the Principal who in turn will notify DHSS, Senior Manager Student Services and the school registrar who will execute the exit action in the student information system.

Exit due to not attending school

In the situation where a student reaches an absence rate of 15% without submitting any valid excuse for their absence the school should follow the below procedure:

- Contact guardians with regards to student absence and request them to provide a valid excuse for their absence. If no valid excuse was provided, school will notify them about the students' 5%, 10% and 15% absence warnings and deliver a copy of the warning letters to the student/guardians registered emails.
- Report the case of the student to school Principal for his recommendation on the student dismissal due to the 15% absence rate along with a buyback form that clarifies the device cost that the student still has.
- School principal reports the case to Senior Manager Student Services to grant the dismissal of the student.
- Senior Manager Student Services reports the case to DHSS to grant the dismissal of the student.
- Senior Manager Student Services forwards the approval to school registrar who in turn withdraws the student from the student information system, in case the student has any financial fees, registrar should take an exception on that from the DHSS prior to their exit from the system.

Exit due to travelling outside the country

A student who files a request to be suspended from his education due to travelling outside the country should follow the below procedure:

- Guardian submits a letter to the student service department with the student travel reasons along with valid evidence for the necessity of this request.
- The student service department raises the request to the school principal for his recommendation.
- If recommended, the school principal raises the request to the Senior Manager Student Services for his approval.
- If recommended the Senior Manager Student Services raises the request to the DHSS for approval.
- Senior Manager Student Services forwards the approval to school registrar who in turn withdraws the student from the student information system.
- If the student wanted to join ATHS system again, he should follow the readmission policy.

Exit due to Failure

Please refer to Policy 3.1.7: Promotion with this regard.

Exit due to dismissal

If a student commits behavior violation that causes him to reach 40 points or more, the student's case should be raised to the dismissal level and the below procedures should be followed:

- Social counselor should collect all behavior violations that the student committed and raise it to VP-Operations who in turn will call the internal discipline committee to meet.
- VP-Operation will notify the student and contact the guardians by phone to explain the status of the student.
- VP-Operation will notify the central discipline committee about the violation the student has committed, the Internal Discipline Committee in the school should be consisted of the below members:
 - VP-Operation (Chair).
 - Social Counselor.
 - Lead Teacher or Teacher (Member) / Nominated by School Principal.
 - Admin (Member) / Nominated by School Principal.
- The internal disciplinary committee should prepare the below documents to continue with the process within 24 hours from the occurrence of the violation:
 - Behavior warnings given earlier to the student along with evidence on the mentioned violations.
 - Student undertakes letters in which he states any previously committed violations and that he will not commit further violations.
 - Student's most recent attendance report.
 - Student's most recent report card.
- VP-Operations calls the committee for a meeting on the second day of the violation occurrence where both the student and his guardians should attend the meeting.
- Social counselor presents all documents related to the student behavioral status along with evidence and the committee members investigates the latest committed violation with the student where all student sayings should be documented and signed by both the student and his guardians.
- The internal disciplinary committee chair discusses the dismissal decision with the members, revise the provided evidence and ensure the proper documentation for the dismissal report and agree with the members on the final recommendation with regards to the students' dismissal.
- The internal disciplinary committee chair will raise the documented dismissal case to the central disciplinary committee attached with the below documents:

- The internal disciplinary committee recommendation.
 - Incident report.
 - Students' documented sayings signed by both the student and the guardians.
 - Behavior warnings that the student has received in the current academic year.
 - Student's most recent attendance report.
 - Student's most recent report card.
- The central disciplinary committee meets immediately once the dismissal case is raised by the internal disciplinary committee once all documents are complete.
 - The central disciplinary committee revises the provided documents and ensures that the schools internal disciplinary committee recommendation is aligned with the ATHS policy, and they document their final recommendation and raise it for DHSS approval. If the case lacks solid evidence the central disciplinary committee returns it back to school for further investigation.
 - DHSS approves the dismissal case if appropriate and forwards it for MD approval,
 - If the DHSS does not agree on the dismissal decision, he returns the case back to the central disciplinary committee for further investigation.
 - MD approves the dismissal case if appropriate.
 - School and the central disciplinary committee are notified upon MD approval.
 - School contacts guardians and confirms the dismissal of the student and forwards the MD approval for registrar to complete the student exit process due to dismissal.

Readmission

If students exited the system and would like to rejoin the system again, they should file a readmission request attached with their latest report cards for the school years they have completed outside ATHS schools. The request should be approved by school principal, and then raised to the central academic committee who will review the request and evaluate students' academic status based on their report cards during the students' time outside the system and set the needed readmission requirements and forward their recommendation for DHSS approval.

If the initial approval was granted by DHSS, the school receives the required readmission requirements and school principal tests the student to ensure s/he meets the readmission requirements and reports their evidence on that to the DHSS office for readmission final approval.

If the final approval was granted by DHSS, school registrar does the needed action to enroll the student in the student information system.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The School Administration will:

- Follow the policies and procedures related to the external and internal transfer.

The Candidates and their guardians will:

- Follow the policies and procedures related to the external and internal transfer.

Date approved: September 2011

Date Revised: March 2017

For Review: 2018

For Review: Jan 2023

Policy 1.2.1: Stream and Cluster Selection

Purpose

The purpose of this policy is to streamline the process of ensuring that students are selected into the appropriate cluster based on their academic competencies and skills.

Policy Statement

ATHS schools mandate that students enroll in one of the academic streams and commit to achieving all requirements until they graduate. Students are given the choice to select their stream and branching cluster, however, the schools make the final decisions, based on academic performance, suitability of the stream and/or cluster in terms of geographical location, gender, and stream/cluster offering.

Implementation Procedures

1. Stream Eligibility

Students at ATHS are streamed into three streams:

- Advanced Science Program (ASP)
- Advanced Stream (ADV)
- General Stream (GEN)

In alignment with the Admission and Registration policy, a student joining at Grade 9 is placed in the corresponding stream as per his/her previous school certificate. The school will distribute students to streams and clusters as per each student academic level.

2. Capacity

- The minimum number of students per cluster section is 15 and the maximum is 30.
- Some streams and/or clusters may not be available in some campuses.

3. Selection & Review

All Grade 9 ATHS students must submit the Cluster Selection Application Form by Term 3. Student applications must be signed by guardians. A panel consisting of the VP-Academic, the concerned lead teacher and a student services member distributes students as per the cluster admission criteria and capacity then submits its recommendation to the Principal before the last day of Term 1. Any exceptions regarding stream/cluster selection criteria must be approved by the DHSS.

4. Selection Support

The procedures, activities, and arrangements below have been developed to provide students and parents with information about available clusters and sponsorship opportunities offered by industry.

- **Orientation Programs:** In-house and external entities provide orientation sessions during Technical Vocational Education and Training Week (TVET) for both parents and students to give all the information pertinent to the offered clusters.
- **Industry Excursion:** Students visit various industry locations to get an inside look at the real work environment and conditions.
- **Parents Information Evenings:** Regular open sessions are scheduled to provide an active platform for interaction with all concerned entities to discuss further education and future careers.
- **Exhibitions:** An external event is planned on campuses where all major employers present their available career paths and job opportunities.
- **Sponsoring Companies:** Industry partners who have signed agreements to sponsor students meet with the students and present available career pathways and sponsorship opportunities.
- **Career Interest Booklet:** A document that explains the clusters offered along with sponsoring companies and available careers is published.
- **Career Counseling:** Career Counsellors in each school equip students with information and advice on the career choices providing guidance to select the cluster, sponsorship, and future career.

5. Stream and/or Cluster Transfer

In alignment with the Transfer and Readmission policy, a student can request a transfer to another stream/cluster if he/she achieves the eligibility requirements for the targeted stream/cluster conditional on campus capacity. Additionally, the school has the right to transfer students at any time based on academic achievement or any other reason. For ATHS, any stream/cluster change should take place in Grades 9 or 10; no further stream/cluster change request can take place after that. School administration should offer guidance to both students and parents.

The students and parents must sign the Cluster Change Request Form. The school may reject any cluster transfer requests based on the suitability of the cluster in terms of geographical location, gender, and cluster capacity.

If the cluster transfer is approved, the school must develop an action plan to ensure a smooth transition for students being transferred. In such cases, mapping of courses will take place between the old and new stream/cluster, and in case there are discrepancies, students are asked to fulfill missing requirements such as, formative assessments, competency-based Performance Criteria and a Challenge Exam, as required.

The below conditions apply:

- a. Upward or downward stream transfers are allowed by one level only. Additionally, an upward transfer requires student to pass a challenge exam.

From To	ASP	ADV	GEN
ASP		Allowed	Not Allowed
ADV	Allowed, with Challenge Exam		Allowed
GEN	Not Allowed	Allowed, with Challenge Exam	

b. Based on the student's performance by the end of Term 1 or Term 3, school may decide to transfer him/her between different streams/clusters as appropriate.

Note: The transfer based on performance by end of Term 1 is effective starting G9-Term 2, whereas by end of Term 3 is effective starting G10-Term1.

Below, is the Transfers Eligibility and Conditions Matrix during Grade 10:

From To	ASP	ENI	CAI	AEN	AHS	AET	AEA	CNT	BAA	CMP	GHS
ASP		A-T1	A-T1	A-T1	A-T1	NA	NA	NA	NA	NA	NA
ENI	A-CE		A-T1	A	A-T1	A	A	A-T1	A-T1	A-T1	A-T1
CAI	A-CE	A-T1		A-T1	A-T1	A-T1	A-T1	A	A-T1	A-T1	A-T1
AEN	A-CE	A	A-T1		A-T1	A	A	A-T1	A-T1	A-T1	A-T1
AHS	A-CE	A-T1	A-T1	A-T1		A-T1	A-T1	A-T1	A-T1	A-T1	A
AET	NA	A-CE	A-CE-T1	A-CE	A-CE-T1		A	A-T1	A-T1	A-T1	A-T1
AEA	NA	A-CE	A-CE-T1	A-CE	A-CE-T1	A		A-T1	A-T1	A-T1	A-T1
CNT	NA	A-CE-T1	A-CE	A-CE-T1	A-CE-T1	A-T1	A-T1		A-T1	A-T1	A-T1
BAA	NA	A-CE-T1	A-CE-T1	A-CE-T1	A-CE-T1	A-T1	A-T1	A-T1		A-T1	A-T1
CMP	NA	A-CE-T1	A-CE-T1	A-CE-T1	A-CE-T1	A-T1	A-T1	A-T1	A-T1		A-T1
GHS	NA	A-CE-T1	A-CE-T1	A-CE-T1	A-CE	A-T1	A-T1	A-T1	A-T1	A-T1	

[A]: Allowed

[NA]: Not Allowed

[A-CE]: Allowed, pending student passes a Challenge Exam.

[A-T1]: Allowed by end of Term 1 only, but not beyond.

[A-CE-T1]: Allowed, pending student passes a Challenge Exam, and not beyond Term 1.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The DHSS will:

- Approve the cluster distribution for each campus.
- Approve cluster transfer requests.

The School Principal will:

- Oversee the cluster selection process as a whole.
- Send selections to DHSS for final approval.

The School Leadership will:

- Review students' applications and recommend cluster distribution to the Principal.

Candidates and their Guardians will:

- Complete the application form and follow up the procedure as described in the policy.

Policy History

Date approved: September 2010

Date Revised: March 2017, June 2021

Date Revised: October 2022

For Review: 2025

Policy 1.2.2: Homework

Purpose

The purpose of this policy is to establish guidelines for homework assignments in all ATHS schools.

Policy statement

Homework is an opportunity for students to build upon the skills, learn and deepen their understanding of the curriculum content delivered in lesson. The utilization of age-appropriate quality homework tasks has proven to foster better student engagement and therefore enhance the quality of learning. Homework tasks are expected to be:

- Relevant
- Fit for purpose
- Differentiated
- Involving family
- Relating to real life contexts

When assigning homework to students, teachers should ensure to have included most of the above aspects and confirm that the level is suitable for independent student completion.

Implementation procedures

Assigning of Homework

In order to avoid burdening the students with unnecessary tasks, the teachers must organize assigning of homework through a process devised by the school.

Teachers are given the freedom to judge whether or not to assign homework on any given day. However, it is the responsibility of the lead teachers and the VP-Academic to ensure that an appropriate number of homework are assigned to students over the course of the term. Teachers must give students ample time to complete tasks such as research papers or term projects. Teachers should also assign a clear deadline for the submission of homeworks.

Assessing Homework

Teachers must ensure that any homework they have assigned is appropriately assessed and that timely and adequate feedback is given to students.

Student Responsibilities

It is the students' responsibility to ensure that their homework assignments have not been plagiarized and are completed by the student themselves. Students who do not maintain academic integrity will be liable for the consequences as outlined in the student handbook. Students are expected to complete homework

by the giving deadline. Students who regularly fail to submit homework on time will be liable for the consequences as outlined in the student handbook.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Principals/VP-Academic will:

- Monitor the overall implementation of this policy.
- Oversee the homework planning and allocation process by teachers.

The Teachers will:

- Comply with the homework planning and allocation process.
- Evaluate assigned homework and provide constructive feedback for the students.

The Student will:

- Comply and complete the required assignments set by teachers within the given time frame
- Consult the teacher if they have any questions and concerns regarding the assignment

Policy History

Date approved: September 2011

Date Revised: June 2021

Date Revised: October 2022

For Review: 2025

Policy 1.2.3: School Day

Purpose

This policy outlines the day to day operations as well as the duration of the school day for all students and school-based staff in the ATHS school system.

Policy Statement

The school day is 8 hours MON-THU and shall start from 7:10 am till 3:10 pm and FRI 7:30 am to 11:05 am. All staff and students must be available in school during the times established in this policy.

Implementation Procedures

The school day shall be eight hours long, including assembly time, the time for eight instructional periods of 40-45 minutes, and two breaks, or scheduling of summative assessments. On the timetable, students are assigned two self-learning sessions per day. Independently, they should complete the assigned tasks and review the material of the assigned subjects each day. They are responsible for completing this work and submitting it according to the teacher's instructions.

During breaks, students have access to the following areas:

- Cafeteria
- Mosque
- Clinic
- Library
- Recreational centers
- Outdoor Gardens

During either break, students also have the opportunity to arrange time with their teacher in order to revise material or receive additional support with the curriculum content.

During these break times, students are still expected to act appropriately and in accordance with the school's policies and guidelines.

Students may choose to stay on the school premises for further studies or to work on projects after 3:00 (until 5:00 pm maximum and upon parental and management approval), should the student stay at school after hours or on Saturdays. The student shall not be permitted to use offices, telephones or computers without prior written consent.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Principals will:

- Design a schedule that maximizes students' learning

The School-based Staff will:

- Sign-in and out to register their attendance.
- Seek the line manager approval for any emergency leave during the working hours.

Policy History

Date approved: September 2011

Date Revised: June 2021

Date Revised: October 2022

For Review: 2025

Policy 1.2.4: Class Size

Purpose

The purpose of this policy is to establish recommended maximum class size for classrooms in the ATHS schools.

Policy Statement

To provide quality education to each student in class, it is recommended that the class size in the ATHS schools does not exceed 30 students per class in grades 6, 7, 8 and 9 while no more than 25 students in grades 10, 11 and 12.

Implementation Procedures

The student services department, in collaboration with the lead teachers and counsellors in each school, shall enroll students in classes within the appropriate class size limits. It is the responsibility of the Principals and VP-Academic to allocate teaching staff appropriately to each of those classes. If a classroom size exceeds the recommended number of students, the school should divide students into different classes considering that the minimum number of enrolled students to open a cluster section is 15 students.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.
- Review student rosters for compliance with this policy.

The Principal will:

- Design a schedule to allocate teaching staff to each class.
- Approve class lists.

The Student Services Department will:

- Enroll students in classes within agreed class size.

Policy History

Date approved: September 2011

Date Revised: June 2021

Date Revised: October 2022

For Review: 2025

Policy 1.3.1: Code of Conduct

Purpose

The purpose of this policy is to establish a process for monitoring students' behavior and to ensure that all related cases are handled in a professional and organized manner. Additionally, the policy aims to maintain accurate records of all behavioral incidents to assign points to students based on the severity of each case, and to take appropriate actions accordingly.

Policy Statement

ATHS schools recognize the essential role of discipline and positive student behavior in creating a safe and effective learning environment for students, as well as a professional and secure environment for teachers. It is the right of every student to receive an education in a school that is safe, supportive, and orderly, free from disruptions that hinder learning. Similarly, it is the right of every educator to teach in an atmosphere that is respectful and welcoming. Therefore, all students are expected to comply with the regulations and directives of ATHS schools, as any violation may result in penalties.

Implementation Procedures

It is the responsibility of school leaders to create and execute a comprehensive behavior management system and discipline plan to foster positive student behavior throughout their schools. However, each school's policies and procedures must align with the guidelines outlined in this document and the Student Handbook. In the case of distance learning, all of the policies below shall apply in accordance with the Ministry of Education's Distance Learning Code of Conduct Management.

Charter of Commitment to the Rules and instructions of the ATHS:

As a requirement for enrollment in the Applied Technology High Schools, every student must sign the enclosed Charter of Commitment, which outlines the rules and instructions that guide students to comply with the schools' ethical and academic code of conduct. By signing this document, both the student and their legal guardian acknowledge that they have read and agreed to the following:

- The student must first bring any complaints or suggestions to the attention of the school administration, including the social counselor, in a gradual and respectful manner, whenever necessary. In the event that a resolution is not reached, the student may then submit their request to the Director of Schools for consideration. Failure to follow this procedure may result in a penalty of 20 points for misbehavior.
- Points for misbehavior will accumulate for each violation.
- If a warning is issued to a student, it will be considered valid even if the guardian refuses to sign it.
- The parents of the student will be responsible for covering the costs of repairing any school-provided device that the student damages.
- If a student damages another student's device, whether intentionally or not, the student's guardian will be responsible for covering the costs of repairing or replacing the damaged device.

Furthermore, the student may receive penalty points for misconduct in accordance with the code of conduct, particularly in the case of intentional destruction.

- If a student vandalizes school property, whether intentionally or not, the student's guardian will be held responsible for covering the estimated costs of repairing the damages as determined by the school. Additionally, the student may receive penalty points for misconduct in accordance with the code of conduct, particularly in cases of intentional vandalism.
- Once students sign the contract, they will own their devices as long as they fulfill all the graduation requirements.
- Before a transfer can be approved, students who wish to transfer out of the Applied Technology High Schools will be required to pay an amount in accordance with the IT policy. Exceptions to this policy may only be approved by the Managing Director.
- Dismissed students may choose to return their devices or pay an amount in accordance with the IT policy.
- If the school's sub-committee decides not to expel a student despite a significant accumulation of violation points, but for compelling reasons, the student's behavioral file will record the violations, and the sub-committee will issue a final warning to the student in the presence of their guardian. The guardian will then sign a pledge stating that the student will not commit any further violations. However, if the student violates any of the rules after the final warning, the case will be referred to the Central Committee with a recommendation for dismissal.
- In accordance with Ministerial Decision No. 820 of 2014 and Article 16 of the Student Registration Regulations, a married female student will be transferred to another educational system immediately. Paragraph (e) stipulates that the married student shall be transferred to adult education or home study.

Irregularities

Conduct violations are categorized into five levels based on their rank, severity, and impact on the student, the educational environment, and society at large. The procedures for handling each level of violation are implemented in accordance with the provisions of this regulation, and each violation is documented according to approved procedures and models, and dealt with in accordance with the school's educational values and systems.

Description of Offenses

This section outlines examples of offenses that may result in disciplinary action. The list is not exhaustive but provides a general idea of actions that do not meet the school's expectations for responsible behavior or are highly disruptive. The consequences for such behavior are determined by the school administration, while adhering to the guidelines in the Student Handbook. The school administration is responsible for making the final determination of appropriate responses, taking into account the findings of any investigation and all relevant facts. Consequences for irresponsible behavior always involve some form of penalty, and may include other interventions as well.

Violation ID	Irregularities	Procedures	Category	Points
1.1	Repeatedly being late for the morning assembly, or failing to participate in it without an acceptable excuse.	<p>First time: Verbal warning.</p> <p>Second time: Written warning + Notification to guardian.</p> <p>Third time: Guardian is contacted + Guardian pledge that the student will not repeat the violation.</p>	Minor	5
1.2	Repeatedly arriving late for classes without an acceptable excuse.			
1.3	Failure to comply with the school's uniform or sports uniform policies without an acceptable excuse, or making unauthorized alterations to the school's uniforms that contradict public norms (such as narrowing pants for male students or shortening skirts for female students).			
1.4	The school's dress code policy prohibits boys from having long or unconventional haircuts and girls from using exotic hair dyes or using nail extensions and inappropriate accessories (such as jewelry or rings in non-designated areas). Students who violate the policy may face disciplinary action.			
1.5	Failing to bring textbooks and necessary school supplies to class without an acceptable excuse.			

Violation ID	Irregularities	Procedures	Category	Points
1.6	Failure to follow positive behavior rules both inside and outside the classroom, such as maintaining calm and discipline during class, and making inappropriate noises or sounds.	<p>First time: Verbal warning.</p> <p>Second time: Written warning + Notification to guardian.</p> <p>Third time: Guardian is contacted + Guardian pledge that the student will not repeat the violation.</p>	Minor	5
1.7	Sleeping during class or official school activities without a valid justification, after confirming the student's health status.			
1.8	Eating during classes or the morning queue without justification or permission, after confirming the student's health status.			
1.9	Failing to deliver duties and assignments entrusted to students on time.			
1.10	Misusing electronic devices, such as tablets, during class, including playing electronic games or wearing headphones.			
1.11	Female students who fail to fully cover their hair may be subject to disciplinary action in accordance with the school's dress code policy.			
1.12	The Conduct Management Subcommittee has the discretion to determine appropriate disciplinary action for any similar irregularities that are not explicitly mentioned in the guidelines.			

Violation ID	Irregularities	Procedures	Category	Points
2.1	Entering or exiting the classroom during class time without permission.	First time: Written warning + Pledge + Notification to the guardian.	Medium	10
2.2	Inciting quarrels, making threats, or intimidating classmates at school may be considered a violation of the school's code of conduct.	Second time: Call the guardian + Pledge + Study Case.		
2.3	Providing incorrect information.	Third time: Subcommittee review + Issue first written warning in the presence of the guardian + Suspension from one to three days with assignments given to the student inside the school.		
2.4	Bringing a mobile phone or abusing any means of communication, including downloading or using social media apps on school electronic devices.	Note:		
2.5	Failing to comply with health and safety regulations inside classrooms and workshops.	With regards to bringing mobile phones and personal devices:		
2.6	Avoiding or leaving scheduled classes and school activities may be considered a violation of the school's code of conduct and could result in disciplinary action.	First time: Call the guardian + return back the device to the guardian + guardian pledge that the student will not repeat the violation.		
2.7	The Conduct Management Subcommittee has the discretion to determine how to address any offenses or violations that are similar to those outlined in the school's code of conduct.	Second time: One month confiscation of device. Third time: Confiscation of device till the end of the year.		

Violation ID	Irregularities	Procedures	Category	Points
3.1	Verbal abuse and abuse of students, staff, or school guests.	<p>First time: Call the guardian + Written warning + Study Case.</p> <p>Second time: Call the guardian + Final Warning + Meeting the guardian with the subcommittee + Reporting the case to the central committee in case of dismissal recommendation.</p>	Medium	20
3.2	Bullying of various types and forms.			
3.3	Refusing to comply with inspection instructions or failing to surrender prohibited items may be considered a violation of the school's code of conduct and could result in disciplinary action.			
3.4	Engaging in behavior that goes against public morals or order, as well as the values and customs of the school and society, such as imitating the opposite sex in clothing or appearance or displaying tattoos, may be considered a violation of the school's code of conduct and result in disciplinary action.			
3.5	Any misuse of school property or transportation, including playing with alarm bells or elevators.			
3.6	Providing false information with the intent to deceive or mislead, as determined by the subcommittee, or failing to report any updates regarding the student's medical condition to the student services.			
3.7	Entering restricted areas or accessing areas during restricted times without permission.			
3.8	Organizing group events or collecting funds without permission from the student services department.			
3.9	Any similar irregularities are subject to the discretion of the Conduct Management Subcommittee.			

Violation ID	Irregularities	Procedures	Category	Points
4.1	Recklessly driving a vehicle in or around the school campus and failing to follow security and safety instructions.	<p>First time: Call the guardian for a meeting with the subcommittee + Written warning + Study Case.</p> <p>Second time: Reporting the case to the central committee for dismissal within three working days.</p> <p>(The student maybe suspended for no more than three days after the approval of DHSS).</p>	Major	30
4.2	Photographing, possessing, publishing, or circulating photos of school staff and students.			
4.3	Smoking or possession of smoking materials (including an electronic cigarette) on or off campus, or while wearing school uniforms.			
4.4	Impersonating others or forging school documents.			
4.5	Attempting to cheat or claim someone else's work as one's own.			
4.6	Absconding from school.			
4.7	Any other similar irregularities will be reviewed and addressed by the Conduct Management Subcommittee at their discretion.			

Violation ID	Irregularities	Procedures	Category	Points
5.1	The use of communication means or social media for illegal or immoral purposes, or in a manner that offends the educational institution, its staff, or others, is prohibited. This includes attempting to hack electronic devices or devices belonging to the school. Violation of this rule may result in disciplinary action by the Conduct Management Subcommittee.	<p>The school subcommittee will convene an immediate meeting to discuss the violation and provide a recommendation to the Central Committee within three working days. The subcommittee will also submit any relevant evidence supporting the violation. +</p> <p>The school subcommittee will inform the guardian of the student and confiscate any tools or materials used in the commission of the violation, if applicable, and turn them over to the appropriate authorities.</p>	Major	40
5.2	The possession or use of firearms, white/cold weapons, smoke weapons, firecrackers, or similar materials inside the school, on the bus, or during activities is strictly prohibited.			
5.3	Sexual assault or harassment on school property, buses, or during activities.			
5.4	Physical assault or fighting that results in harm to others.			
5.5	Systematic theft or attempted theft, including those planned in advance or covered up.			
5.6	Bringing, possessing, displaying, or promoting unlicensed or inappropriate material, media, or electronic materials that are contrary to values, ethics, morals, and public order and that offend public decency.			
5.7	Leaking exam questions or aiding in any way to the act of leaking exam questions.			
5.8	Attempting to cheat or plagiarize work.			

Violation ID	Irregularities	Procedures	Category	Points
5.9	Vandalizing public property on or off campus in a deliberate manner is strictly prohibited and may result in disciplinary action. Anyone who provides false information to cover up the act may also face consequences.	<p>The school’s subcommittee will hold a meeting immediately after a violation has been reported to raise the issue to the Central Committee with the appropriate recommendation and supporting evidence within three working days.</p> <p>The school will inform the student’s guardian and seize any tools used in the commission of the violation, if applicable, and hand them over to the appropriate authorities.</p> <p>(The student may be suspended upon the approval of DHSS until the dismissal decision has been made).</p>	Major	40
5.10	Insulting or disrespecting political, religious, or social symbols of the state.			
5.11	The possession, use, promotion, or bringing of narcotic drugs or psychotropic substances within the school, bus, or being under the influence of an unprescribed drug, psychoactive or narcotic drugs is prohibited. This also includes smoking substances or any related tools.			
5.12	Broadcasting or promoting extremist, takfiri, atheistic, or offensive ideas and beliefs regarding the political and social systems of society.			
5.13	Making insulting remarks towards religions or instigating actions that may incite sectarian or religious conflicts within the school.			
5.14	Conviction of the student by the court in any ethical case (subject to the discretion of the Central Committee).			
5.15	Any irregularities similar to the ones mentioned in this document may be subject to legal punishment and are at the discretion of the Central Conduct Management Committee.			

Disrespect

Insubordination and disrespect refer to behaviors in which students disobey or show disrespect towards staff members, such as refusing to follow directions, leaving a classroom without permission, or obstructing staff in their duties. Class disruption includes any actions that interrupt or interfere with instruction to the extent that it cannot take place.

Attendance and Safety in Class and School

Regular attendance is essential to a safe and productive learning environment. Students are expected to be present and on time for all classes and school activities. Leaving class or the school grounds without permission is a serious violation of this policy and can put the student and others at risk. Any unexcused absence, tardiness, or early departure will result in disciplinary action.

Harassment/Abuse (Sexual, Verbal or Physical)

Any type of unwelcome sexual advances, inappropriate verbal or physical conduct by a student towards another student or staff member is considered sexual, verbal, or physical harassment. Such conduct may include comments of a sexual nature regarding physical or personality characteristics, as well as sexual advances and physical sexual behavior.

Sexual harassment may include, but are not limited to, the following:

- Verbal abuse or harassment
- Repeatedly making sexual or demeaning comments to someone
- Unwanted physical contact or touching
- Placing inappropriate objects, images, or comments in the school environment
- Making insulting or threatening gestures towards fellow students, staff members, or other individuals associated with the school.

Bullying

Bullying and intimidation are defined as repeated and unwanted behaviors, including verbal or written communications, physical acts, or other aggressive behaviors, that are committed by a student or group of students with the intent to harass, humiliate, intimidate, or harm another student. These actions can create an objectively hostile environment for the targeted student. This includes actions that occur digitally or electronically. Students who witness bullying or intimidation are strongly encouraged to report it to a staff member. Failure to report such behavior may result in disciplinary action.

Smoking

Students are not allowed to possess or use tobacco products or related items, such as lighters, while on school grounds or at any school-related activity or event, or while traveling to or from such events. This policy includes cigarettes, cigars, vape pens, and any other form of tobacco, including smokeless tobacco in loose, cut, shredded, ground, powdered, compressed, or leaf form.

Vandalism/Theft

Vandalism and theft refer to behaviors that involve stealing, damaging, or destroying school property, as well as possessing or selling stolen items.

Weapons

Students are prohibited from possessing, handling, or transmitting any weapon or destructive device while on school property. Prohibited items include knives, tasers, electronic stun guns, equipment, chemical substances, or any material that could cause serious bodily injury. In addition, bullets or gun ammunition of any kind are strictly prohibited, as well as any toy or look-alike weapon that could deceive others into believing it is real, as determined by school staff.

Fighting/Assault

Student conduct that involves fighting or instigating fights is strictly prohibited. This includes situations where a student plans, encourages, or motivates others to fight. Fighting is defined as any harmful or offensive contact with another person and may include assault, battery, and other physical violence.

Technology Use/Misuse

The school expects students to adhere to its regulations, values, and instructions in order to maintain a safe, academic, and productive learning environment.

Students must comply with the school's regulations and directives when using school computers and accessories, under the supervision of the appropriate staff. The internet may only be used for academic purposes and in accordance with established policies and guidelines. It is strictly prohibited to use information technology to receive or disseminate any materials that violate current laws, regulations, and school policies. Violation of these guidelines may result in expulsion from the High School System.

Process for Handling Behavioral Cases

The following procedures describe the approach taken by ATHS schools in cases where a student violates the Code of Conduct:

Procedures for Major Violations:

- 1 The incident will be recorded in the online behavior system by Admin/Academic Staff.
- 2 The case will be categorized in the online behavior system by the counsellor.
- 3 The school discipline committee will convene to discuss and propose final recommendations with supporting evidence to the central discipline committee.
- 4 The central discipline committee will review the case, make final recommendations with supporting evidence, and submit to DHSS.
- 5 DHSS will review and approve the recommendations before submitting to the MD for final approval.
- 6 The MD reserves the right to reject or return the case to the central discipline committee.

Procedures for Minor / Medium Violations:

- 1 The incident is registered in the online behavior system by the admin/academic staff.
- 2 The counselor categorizes the case in the online behavior system.
- 3 The school discipline committee convenes a meeting to discuss and apply the appropriate consequences as per the policy.

Roles and Responsibilities

The School Directorate will:

- Be responsible for implementing and monitoring the effectiveness of this policy.

The DHSS will:

- Review and approve dismissal cases referred by the DHSS office.
- Provide guidance and support to school principals for effective implementation of this policy.
- Assist schools in developing and implementing their own policies, procedures, and guidelines.
- Ensure that school-based student behavior policies, procedures, and guidelines align with ATHS policies and procedures.
- Act as a liaison between the Managing Director's office and schools with regards to student behavior.
- Evaluate the effectiveness of principals in implementing the student behavior guidelines in their respective schools.

The Principals will:

- Create a positive and secure school environment.
- Ensure effective communication, modeling, and enforcement of the student behavior policy within the school community.
- Develop and implement a comprehensive behavior management system and disciplinary plan.
- Establish a method for collecting and documenting incidents of student misbehavior.

The VP-Operations will:

- Lead the School Discipline Committee and ensure that all cases are addressed in accordance with the policy. Major incidents must be documented and referred to the Discipline Central Committee as per the policy.
- Foster a positive and safe school environment.
- Collaborate with social counselors to ensure that appropriate disciplinary actions are taken and students are held accountable for their actions.
- Provide guidance and assistance to students referred by teachers for breaking school or classroom rules.
- Assist students in accessing resources to support positive behavior.
- Work with students, teachers, and other school staff to address behavioral issues.
- Work with families and the community to resolve student behavioral issues.

The Social Counsellors will:

- Observe and promote appropriate student behavior.
- Model positive behavior and provide feedback to students as needed.
- Collaborate with the VP-Operations and other school staff to maintain a positive school environment.
- Develop and monitor behavior support plans for students.
- Record incidents of positive behavior and misconduct.
- Report instances of student misconduct to the VP-Operations and Principal.
- Enter all disciplinary infractions in the student information system (SIS).

The Teachers will:

- Observe and encourage appropriate student behavior
- Model positive behavior and provide feedback to students as needed
- Collaborate with Social Counsellors, VP-Operations, and other staff to promote a positive school environment
- Document positive behavior and report instances of student misconduct to the Social Counsellors
- Develop a classroom management plan that aligns with the school's overall plan and the ATHS policies and procedures.

All Staff will:

- Reinforce appropriate student behavior through observation and model positive behavior, as well as provide feedback when necessary.
- Collaborate with the Social Counsellors, VP-Operations, and other school staff to foster a positive school environment.
- Contribute to the development and maintenance of a positive school climate.
- Report any instances of student misconduct or misbehavior.

Policy History

Date Approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 1.3.2: Punctuality and Attendance

Purpose

The purpose of this policy is to create a process that aims at monitoring students' attendance, verifying their absenteeism along with maintaining students' records. It ensures all necessary information related to students are available and constantly updated.

Policy Statement

Students are expected to attend school on every instructional day as per the academic year calendar. Good attendance at school is essential for student learning. It is the duty of parents/guardians, teachers and all other school staff to ensure that students attend school every day. Students must comply with the school's regulations, morals, and directives in order to secure a safe and productive learning environment. Academic success is contingent with class attendance, examination results, and punctuality.

Implementation Procedures

Excused and Unexcused Absences

Students are liable for the school assignments and academic progress. Academic success is contingent upon class attendance, examination results, and punctuality. Accordingly, absence and tardiness to classes are deemed as indicators of poor academic performance and may give rise to failure. The academic guide gives all assistance required for students to solve any problems relating to attendance and absence. Absence rate is calculated per term. There are two types of absences, excused and unexcused.

Excused Absence

A student's absence from school will be considered excused only for the following reasons:

- Personal illness
- Scheduled doctor appointment
- Death of a first or second degree family member
- Official school or community duty as assigned by a government agency
- Official summons to a government agency

All excused absences must be confirmed by parents/guardians in a signed note and accompanied with appropriate documentation (e.g. medical certificate).

Unexcused Absence

A student's absence from school for more than half of the school day without the provision of a valid excuse is considered an unexcused absence.

Being Late to Class

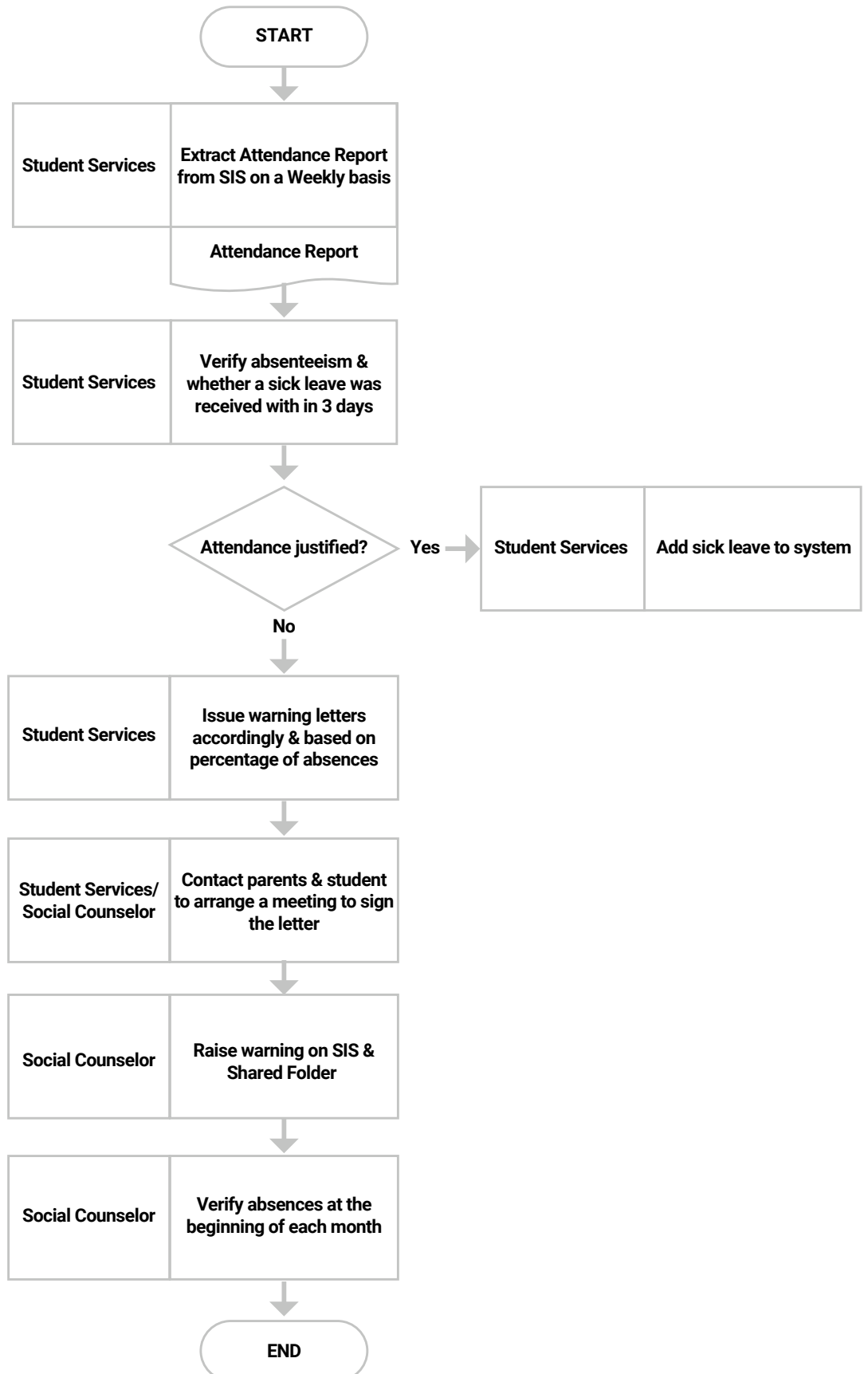
When a student is late to class, his/her late entry may cause confusion to his/her classmates and affect their concentration. The penalties set for being late to class are as follows:

- When the student is more than five minutes late, s/he may be deemed absent from class.
- When the student is less than five minutes late three times in one class, s/he may be deemed absent from a complete class.

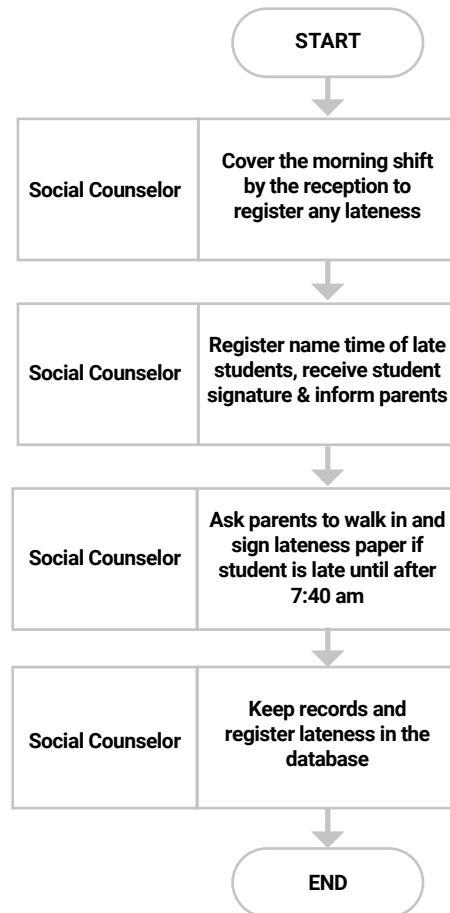
Penalty of unexcused absence:

Absence Rate	Notice Level & Penalty
5%	Written Notice
10%	Final Written Notice
15%	Dismissal from the Institution

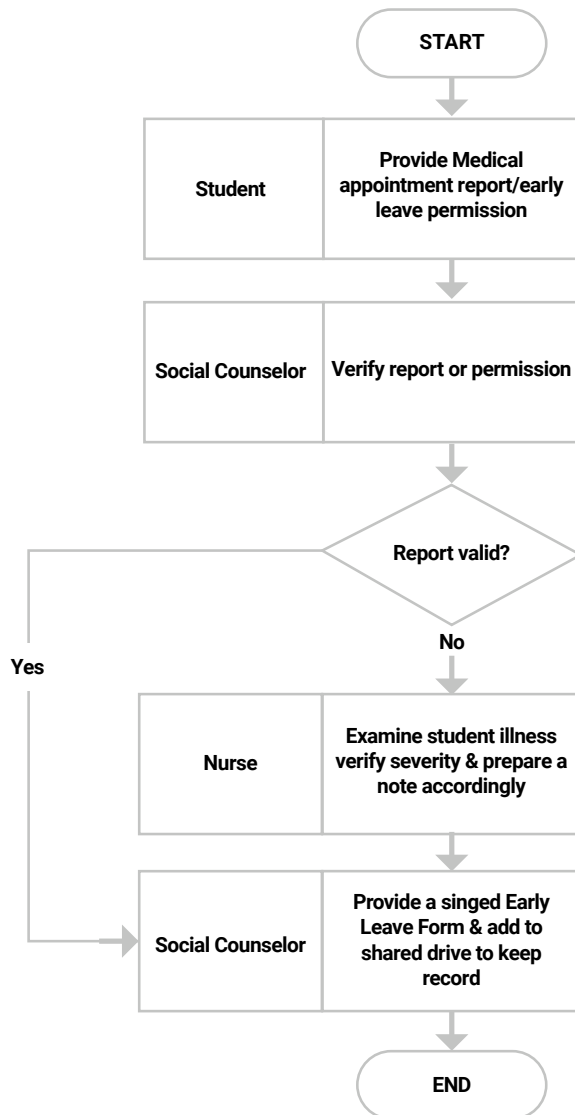
Attendance



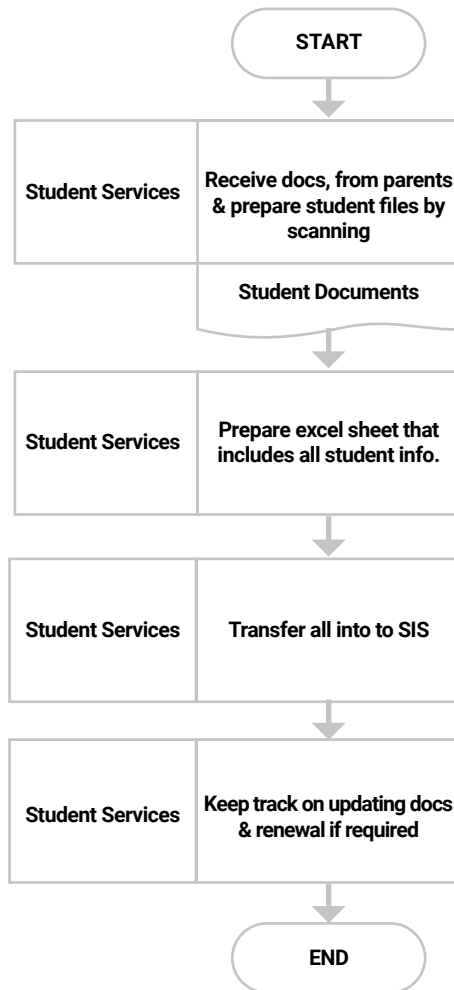
Late Arrival



Early Leave



Student Record



Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The School Principals will:

- Communicate expectations of punctuality to all staff members, students and their parents.
- Ensure that teachers follow up and record students attendance on regular basis.

The Student Services will:

- Extract weekly attendance reports from SIS and verify absenteeism.
- Issue warning letters as appropriate.
- Inform parents and students of warnings and report them on SIS.

The Teachers will:

- Follow up students' attendance on a regular basis.
- Report students with regular tardiness to VP-Academic and students' services.
- Model punctuality to students through setting a good example.

The Nurse will:

- Examine student illness and verify severity and prepare a note accordingly.

The Students will:

- Abide by the punctuality and attendance policy in all their actions.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 1.3.3: Academic Integrity

Purpose

The purpose of this policy is to define academic integrity and to outline how all ATHS schools shall respond to incidents of plagiarism and cheating.

Policy Statement

ATHS schools expect all staff and students to abide by a high standard of academic integrity. Academic integrity means that students and educators do their own work, and do not attempt to claim ownership of another person's work by cheating or plagiarizing. Assisting others in cheating or plagiarizing also goes against academic integrity and this academic dishonesty is strictly prohibited within the ATHS schools.

Cheating

Cheating is using any unlawful means to obtain marks in the examination or during the academic evaluation or to cause others to do the same. Cheating includes:

- Sharing answers during examination time.
- Copying the work of others and presenting it as a self- work, or allowing others to copy their work and present it as a self- work.
- Using tools and materials which are not authorized in the examination rooms.
- Attending examinations on behalf of others or causing others to take the examination on behalf of the student or facilitating the same for any student.
- Using any unlawful technology or other means or methods during examination.

Plagiarism

Plagiarism is the use of another person's work without acknowledging the source. Accordingly, students must ask teachers about the permitted means for copying and quoting from other sources without violating copyrights. Plagiarism can occur in:

- Home assignments
- Individual or group project
- Examinations

Any use of other people's works (books or the internet) will be treated as plagiarism if proper citations are not in place. of other people's works (books or internet) Cheating and plagiarism may give rise to final dismissal.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.
- Issue consequences for ATHS students who do not abide by academic integrity.

The School Principals will:

- Communicate expectations of academic integrity to all staff members, students and their parents.
- Ensure that teachers communicate the importance of academic integrity to their students.
- Handle malpractice incidents and report issues to the school directorate.

The Teachers will:

- Educate students on the academic integrity as appropriate.
- Report cheating incidents to the line manager as they occur.
- Model academic integrity to students through setting a good example of integrity in all actions.

The Students will:

- Abide by academic integrity in all submitted assignments and assessments.
- Comply to the policies of all external bodies that are provided by the school for external examinations and competitions

Policy History

Date approved: September 2011

Date Revised: June 2021

Date Revised: October 2022

For Review: 2025

Policy 1.3.4: Dress Code

Purpose

The purpose of this policy is to outline the expected school uniform and personal appearance requirements of all students at ATHS schools.

Policy Statement

The school uniform is a symbol of the ATHS schools and indication of students' discipline. The dress code policy details expected school uniform and personal appearance of the student.

Implementation Procedures

Student must, at all times, wear the respective school uniform whilst being on campus unless otherwise required. Students must wear the safety shoes inside workshops and are only permitted to do so while inside the workshops.

Uniform Requirements for boys include the following:

- Jackets clearly displaying the school logo
- Grey polo shirt clearly displaying the school logo
- Dark gray uniform trousers
- Black shoes
- School hats clearly displaying the school logo (permitted for use only during outside breaks and worn correctly with visor at the front)
- Boys must have their hair neatly presented and of a natural color. No extreme cuts or styles are permitted

Uniform Requirements for girls include the following:

- Jackets clearly displaying the school logo
- School shirt clearly displaying the school logo
- Navy uniform skirt
- Black shoes
- Black Sheila

Uniform Requirements for Labs, workshops and PE classes: :

- Safety shoes are required in workshops
- Lab coats are required in labs and workshops
- PE classes (Male): White PE T-shirt and sport shorts with the school logo.
- PE classes (Female): White PE t-shirt and sports trousers. Both should have the school logo.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The School Principals will:

- Take responsibility for the overall implementation of the above policy.

The Student Services Department will:

- Communicate the dress code requirements for all students.

The Students will:

- Visit the uniform website before the start of the academic year and ensure to order and receive the uniform on time.
- Follow uniform policy and wear as appropriate.

Policy History

Date approved: September 2011

Date Revised: June 2021

Date Revised: October 2022

For Review: 2025

Policy 1.4.1: School Safety

Purpose

The purpose of this guide is to provide a mechanism for environment, health and safety management within the ATHS schools' operations, processes, and activities in compliance with the Abu Dhabi Environment Health and Safety Management System Regulatory Framework (AD EHSMS RF), Education Sector, Environment, Health and Safety Management System (EHSMS) Requirements.

Policy Statement

This Environment, Health and Safety Management System (EHSMS) is designed to manage identified environmental aspects, risks, health and safety hazards, that have the potential to impact the schools' operations through specifying control measures, programs and procedures to prevent or mitigate their occurrence.

The EHSMS applies to all school staff, contractors, students, visitors and stakeholders; covering all school facilities, activities and operations. This EHSMS will be implemented by all school staff, students and contractors; the policy will be monitored for performance efficiency by the school EHS Committee.

Implementation Procedures

Environment, Health and Safety Management System

An Environment, Health and Safety Management System (EHSMS) is a management tool that defines an entity's commitment, roles and responsibilities towards the environment, the health, safety and wellbeing of its' staff, resources, stakeholders, and the community. In addition, it enables the entity to comply with applicable environment, health and safety laws, regulations, standards, policies, and procedures whilst providing a common framework for self-regulation.

Abu Dhabi Environment, Health and Safety Management System Regulatory Framework

The Abu Dhabi Environment, Health and Safety Management System Regulatory Framework (AD EHSMS RF) is a performance-based management system that defines roles and responsibilities for all concerned parties and sets the minimum requirements at the Emirate level for development and implementation of an individual entity's EHSMS. The system's approach acknowledges and recognizes the inter-relationships between workers, the community and the environment in contributing to diverse risks as well as providing a common framework for improvement of an entity's EHS performance.

This initiative was achieved through partnership between the government and private sector entities to ensure that all activities and operations within the Emirate of Abu Dhabi are being performed in a responsible, safe and sustainable manner; whilst in full compliance with the AD EHSMS RF.

The Abu Dhabi Emirate Executive Council has taken the following steps to achieve their strategic objectives

and goals to ensure the successful development and implementation of the AD EHSMS RF:

- Approved the Abu Dhabi Environment Health and Safety (EHS) Policy through Executive Council Decree No. 2, session 31/2006.
- Established the Abu Dhabi Emirate EHS Higher Committee through Executive Council Decree No. 10, session 19/2007 to facilitate the development and implementation of the AD EHSMS RF.
- Launched the AD EHSMS RF for the first time in February 2008 during the Abu Dhabi EHSMS National Symposium.
- Issued AD EHSMS Decree No. 42/2009 in July 2009 by H.H. Sheikh Mohamed Bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces.
- Established the Abu Dhabi EHS Center in February 2010 to regulate and monitor the implementation of the Abu Dhabi EHSMS RF within the emirate of Abu Dhabi.

Education Sector Regulatory Authority & Education Sector EHSMS Requirements

In February 2010, Abu Dhabi Education Council (ADEC) was nominated as the Education Sector Regulatory Authority (EDSRA) responsible for development and implementation of sector specific EHSMS requirements in all of its' activities and operations as well as other entities that fall under their jurisdiction. ADEC, as the Education Sector Regulatory Authority is also responsible for monitoring and reporting the Education Sector's EHS performance to AD EHS Center.

In December 2011, ADEC submitted and received approval for the Education Sector EHSMS Requirements which is a major component of the amended regulatory framework for the Emirate of Abu Dhabi (AD EHSMS RF Version 2.0/2012). The Education Sector EHSMS Requirements specify the additional requirements that Education Sector entities must reflect and incorporate into their individual EHSMS.

Technical and Vocational Institutes formed by the Abu Dhabi Executive Council Decision NO. (49)

All Education Sector Entities (Sector Business Operations) shall develop, implement and maintain an approved Environment, Health and Safety Management System for their business operations in full compliance with AD EHSMS RF and Education Sector EHSMS requirements.

Under the scope of the Education Sector EHSMS Implementation & Reporting of Performance, ACTVET, the regulator of all Technical and Vocational Institutes formed by the Abu Dhabi Executive Council Decision NO. (49) for 2010 shall implement and report the EHS Performance for all the Sector Nominated Entities classified as Technical & Vocational Education & Training Centers, Academies or Institutes to the Abu Dhabi EHS Center and to copy ADEC, the Education Sector Regulatory Authority (SRA) as per Section (4) Additional Sector Reporting Requirements of this document and AD EHSMS RF-Element 07-Monitoring, Investigation and Reporting.

Management Commitment

EHS Policy

The EHS Policy is issued by schools' management to demonstrate and communicate the schools' commitment to:

- Compliance with all relevant AHS schools EHS legislation.
- The prevention of EHS incidents.
- Continual improvement in environmental sustainability and the health, safety and welfare of staff, students and other stakeholders.

The EHS Policy is displayed in prominent locations within the school and is available on the school intranet. It is also communicated to employees through the mechanisms outlined in the Communication and Consultation procedure. During the annual management review process, the EHS Policy will be reviewed for continued suitability and any changes made will be communicated to relevant stakeholders.

Reference Documents (Appendix A)

- EHS Policy: EHS/2/2.1/POL
- EHS Vision, Mission and Strategic Objectives: EHS/2/2.2/VIS

Planning

Legal Compliance

The Legal Compliance procedure is to be adequately communicated to staff and relevant stakeholders. The procedure has been developed to ensure relevant legal requirements are identified, incorporated into school policies and procedures.

Reference Document (Appendix A)

- EHS Legal Compliance procedure: EHS/3/3.1/LGL

Risk Management

The Risk Management procedure outlines the schools' approach to the identification, assessment, control and review of environmental aspects pertaining to health and safety hazards and risks. All environmental aspects and health and safety hazards identified at the school are listed in the Environmental Aspects and Impacts Register or the Health and Safety Risk Register along with their specific control measures (TBD by school). Environmental aspects such as health and safety hazards rated as 'significant' or 'high' are then used to establish specific EHS objectives and targets which have their own management plans and programs.

Reference Document (Appendix A)

- Risk Management procedure: EHS/3/3.2/RSK

EHS Objectives and Targets

The EHS Objectives and Targets procedure outlines the processes for developing, monitoring and reviewing EHS objectives and targets. The EHS objectives and targets established are based on the schools' risk profile and legislative requirements outlined in the Education Sector EHSMS Requirements and AD EHSMS RF.

The EHS objectives and targets have been developed by the school along with their associated management plans/ programs are listed in the EHS Objectives and Targets Register (TBD by school).

Reference Document (Appendix A)

- EHS Objectives and Targets procedure: EHS/3/3.3/OBJ

Implementation and Operations

EHS Roles and Responsibilities

The school has outlined the roles and responsibilities of various stakeholders including staff, students and contractors in the EHS Roles and Responsibilities procedure. Additionally, the procedure provides information regarding specific roles established to ensure the effective implementation of this EHSMS, such as the EHS Officer and EHS Committee.

Additional information regarding responsibilities and accountabilities are defined in job descriptions and documented procedures are communicated to staff and stakeholders during training activities and competency assessment.

Reference Document (Appendix A)

- EHS Roles and Responsibilities: EHS/4/4.1/RRP

EHS Training and Competency

This schools' procedure for identifying, implementing and reviewing EHS training is defined in the EHS Training and Competency procedure. An EHS training needs analysis is provided in the accompanying document titled "EHS Training Requirements", which identifies essential training requirements for school staff and contractors. EHS Training -both planned and undertaken- by staff and contractors is then recorded in the EHS Training Register for each member of staff/contractor.

Reference Document (Appendix A)

- EHS Training and Competency procedure: EHS/4/4.2/TRN

Communication and Consultation

The schools' EHS Policy, EHS procedures and all other relevant EHS information is communicated to staff, students, contractors and visitors through the following mechanisms:

- EHS induction programs (staff and contractors)

- Intranet, email correspondence, EHS publications, signage and noticeboards
- Existing meeting structures

The primary method of consultation is through the EHS Committee which is made up of staff, student and contractor representatives from different areas of the school. The EHS Committee will review EHS performance, compliance with legislation, EHS documents and procedures, EHS Committee issues and work to foster cooperative partnerships and a culture of participation throughout the school.

Reference Document (Appendix A)

- EHS Communication and Consultation procedure: EHS/4/4.3/COM

Document Control and Records Management

The Document Control and Records Management procedure describes the schools' approach to ensuring that all EHS documentation utilizes standard templates and processes are controlled so that EHS documents are easily identifiable, approved by senior management, systematically reviewed, updated when required. All obsolete documents should be removed from circulation.

Additionally, the procedure outlines processes for ensuring the EHS documentation is retained in accordance with legislative requirements.

Reference Documents (Appendix A)

- EHS Document Control and Records Management procedure: EHS/4/4.4/DCP
- EHS Master Document Control Register: EHS/4/4.4/DCR

Management of Contractors

The Management of Contractors procedure defines the processes for managing the performance of contractors engaged by the school so that risks to the environment and the health and safety of staff, students, visitors, contractors, and the community are minimized. The procedure outlines the legislative requirements of the 'Management of Contractors Process' which the school must follow when engaging contractors for work in the school. This process covers contractor selection, agreement, communication, consultation, and performance monitoring.

Reference Document (Appendix A)

- Management of Contractors procedure: EHS/4/4.5/MCP

Emergency Management Program

The Emergency Management Program describes the schools' process for identifying potential emergency situations and responding in instances where a situation occurs. The Emergency Management Program will be tested periodically through a range of evacuation drills and exercises and reviewed and updated accordingly. The Emergency management plan should be reviewed annually by the schools EHS committee

and any adjustments made accordingly to reflect the specific needs of the school campus.

Reference documents (Appendix A)

- Emergency Management Program: EHS/4/4.6/EMP
- Fire Prevention Plan: EHS/4/4.6/FPP
- First Aid Procedure: EHS/4/4.6/FAP

EHS Management Programs

A range of school activities have been identified as potentially generating 'medium' to high' levels of risk and therefore require specific management programs. The environmental aspects and impacts, health and safety risks and specific control measures outlined in the EHS Management Programs will be reviewed for continued suitability by the EHS Committee during the process of the annual management review.

Reference Documents (Appendix A)

- Bus Transport: EHS/4/4.7/BUS
- Parking & Vehicle Waiting Areas: EHS/4/4.7/PWA
- Access & Egress: EHS/4/4.7/ACC
- Classrooms: EHS/4/4.7/ CLS
- Libraries & Computer Laboratories: EHS/4/4.7/LCL
- Auditoriums: EHS/4/4.7/AUT
- Art Classrooms: EHS/4/4.7/ART
- Music Classrooms: EHS/4/4.7/MUS
- Storage Rooms: EHS/4/4.7/STG
- Administration Offices: EHS/4/4.7/ADM
- Laboratories: EHS/4/4.7/LAB
- Clinics: EHS/4/4.7/CNC
- Canteens, Cafeterias & Dining Rooms: EHS/4/4.7/CCD
- Toilets: EHS/4/4.7/TLT
- Playgrounds: EHS/4/4.7/PLY
- Swimming Pools: EHS/4/4.7/SWM

Checking and Corrective Action

EHS Performance Monitoring and Reporting

The school has established a program for monitoring, measuring and evaluating the performance of key aspects of its operations and activities. This program is documented in the EHS Performance Monitoring and Reporting procedure. The program includes inspection, testing and monitoring of activities involving chemicals, waste recycling and disposal, buildings, equipment/machinery, exposure to noise and indoor air quality.

A range of EHS objectives and targets have been developed and the EHS Committee will monitor and report performance against these objectives and targets on a monthly, quarterly, and annual basis.

Reference Document (Appendix A)

- EHS Performance and Reporting procedure: EHS/5/5.1/PFM

Incident Reporting and Investigation

The schools' Incident Reporting and Investigation procedure details the processes for reporting, investigating, and analyzing work-related EHS incidents, hazards and near misses. Records of EHS incidents are maintained by the EHS Officer and used for analysis and updating the Environmental Aspects and Health and Safety Risk Registers. Additionally, EHS incidents are reported to the relevant authorities immediately or on a monthly, quarterly or annual basis according to legislative requirements. All EHS incidents are investigated, and corrective and preventative actions are identified, implemented and communicated to prevent recurrence.

Reference Document (Appendix A)

- EHS Incident Reporting and Investigation procedure: EHS/5/5.2/INV

Internal and External EHSMS Auditing

The school has developed a program of auditing based on the plan-do-check-act methodology to systematically evaluate the extent to which the schools' EHSMS is being effectively implemented and, through management review, improved. Internal audits are scheduled to occur once per academic year and will cover all aspects of the schools' EHSMS. An external third party audit will also be planned and conducted once per academic year by auditors who are registered in accordance with the requirements of the EHS Center. School Management will review the audit findings and take appropriate corrective and preventive action where required in addition to targeting areas in which EHS performance can be improved.

Reference Documents (Appendix A)

- Internal and External EHSMS Auditing procedure: EHS/5/5.2/AUD

EHS Inspection

An inspection program has been developed as one of the key mechanisms for monitoring EHS performance and is detailed in the EHS Inspection procedure. The procedure is based on the plan-do-check-act methodology and is intended to ensure non-conformances are identified early and corrective actions implemented so that continual improvement in EHS performance is achieved.

EHS Inspections are carried out on an informal and formal basis according to a schedule developed by the EHS Officer. Inspection reports are provided to the EHS Committee and corrective actions are followed through by the EHS Officer.

Reference Document (Appendix A)

- EHS Inspection procedure: EHS/5/5.4/INS

Non Conformance and Corrective Action

The school has defined a process for identifying and investigating non-conformances, taking action to mitigate environmental impact and/or health and safety risk and for implementing appropriate actions to prevent recurrence.

Non-conformances identified as a result of the schools' monitoring and reporting programs will be investigated to determine the root cause and appropriate corrective actions implemented to prevent recurrence. The implementation of corrective actions will be monitored by the EHS Officer and EHS Committee.

Reference Document (Appendix A)

- Non Conformance and Corrective Action procedure: EHS/5/5.5/CAP

Management Review

Management Review

School Management reviews the schools' EHSMS, including the EHS Policy, EHS objectives and targets on an annual basis. This review takes place through the EHS Committee and is intended to assess the effectiveness and suitability of the EHSMS as well as identify opportunities for improvement.

The review will be documented and any improvements identified will be incorporated into procedures, documents, EHS objectives, targets and management programs for the coming year.

Reference Documents (Appendix A)

- EHS Management Review procedure: EHS/6/6.1/MRP

Policy 1.4.2: Body Mass Index (BMI)

Purpose

The purpose of this policy is to provide principal guidance for coordination and implementation of the BMI program in ATHS schools.

Policy Statement

The ATHS schools adopt a BMI program associated with age as a basis for students' health and wellbeing while promoting a better student lifestyle as it protects them from obesity-related diseases. The BMI program is a mandatory requirement for most internships.

Implementation Procedures

- The school nurse measures all students' BMI at the beginning of the academic year to identify students who are overweight or obese.
- Identified students are incorporated in nutritional and sports programs according to their respective needs.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Principals or VP-Academic will:

- Monitor effective implementation of this policy.

The School Nurse and Physical Education Department will:

- Implement this policy, follow up and report on students' progress to school management.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 1.4.3: Protection of Information

Purpose

The purpose of this policy is to establish guidelines for the protection of personal information.

Policy Statement

ATHS staff and students' information is treated with high confidentiality. Staff members are obliged to protect and keep personal information from others.

Implementation Procedures

Student Information

Information related to students and staff is treated with high confidentiality and is not disclosed without a signed consent letter.

- Guardians/Parents are asked to sign an "Authorization for Disclosure of Information Document" that authorizes to whom the information related to their child's health, attendance, behavioral issues, and academics is disclosed.
- Guardians/Parents are asked to sign an "Authorization for Media Use Document" to allow the usage of their child's photos in school related media and/or events.

Staff information

Staff information is kept with the Human Resource Department and not shared with a third entity without the prior approval of the staff member, upon which the staff member will be asked to sign a waiver indicating that their information may be shared.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

All staff will:

- Maintain confidentiality at all times.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 1.5.1: Student Council

Purpose

The purpose of this policy is to set protocols for establishing a student council within ATHS System.

Policy Statement

The Student Council is a body of students elected to represent the students from all grade levels. It consists of students from each section, elected by the class to serve for the academic year. The Student Council represents students at school events and liaises between students and administration when necessary. Meetings are held regularly to discuss student concerns, plan activities, and help with school improvement efforts.

Implementation Procedures

Selection of Council Members

The VP-Operations sends an invitation to students to nominate themselves as council representatives. Elections are held to allow all students to vote for their preferred representative. Following a vote count, a council is nominated and includes a President, Vice President and Secretary. The Principal and VP-Operations approve the nominations, after which the contact information of all its members is shared with the student and parent bodies.

Non-member students may contact the council members to share their ideas and concerns, and request that specific items be added to the upcoming meeting's agenda. Parents shall not contact the student council without the presence of a school representative.

Roles and Responsibilities

School management has the authority to impeach any member in case of committing behavioral violations that opposes the ATHS students' code of conduct.

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The VP-Operations will:

- Call for student council elections.
- Submit a list of nominated members to the Principal for approval.

The Student Council will:

- Connect students with the school and the wider community.
- Represent the student body in school and community events.
- Help students increase their sense of ownership and belonging to the school.

- Enable student leaders to hear the concerns of their fellow students, run meetings and take action to meet their needs.
- Raise students' awareness of community issues and enhance students' life, academic approaches, studying and time management habits.
- Get students involved in social events and enhance the students' leadership skills.

The Students will:

- Participate effectively in the student council election process.
- Refer to the student council representatives in case of any issues or concerns.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 1.5.2: Fazaa Program

Purpose

The purpose of this policy is to ensure a streamlined process that aims at liaising with organizations and the community in order to generate volunteering opportunities for the students through an initiative called Fazaa. This initiative focuses on building students' loyalty and citizenship in addition to encouraging them to take a positive active role in the society.

Policy Statement

The Fazaa program aims to encourage the young Emirati generation to play a significant role in promoting and preserving the culture and heritage of the UAE and to raise community awareness through voluntary work and community outreach activities.

Implementation Procedures

All students at ATHS must deliver a minimum of 100 hours of voluntary community service during the study program as part of their graduation requirements. Students shall spend a minimum of 30 hours of community service a year. The 30 hours of community service are calculated for students who complete the 30 days of Internship experience. Voluntary work hours are taken into consideration after the school day or during holidays.

Students must claim the Fazaa hours by filling volunteer work form. The claim form must be signed by the mentors involved and submitted to the Career Counsellor. The Career Counsellor logs the hours and uploads the evidence of completion.

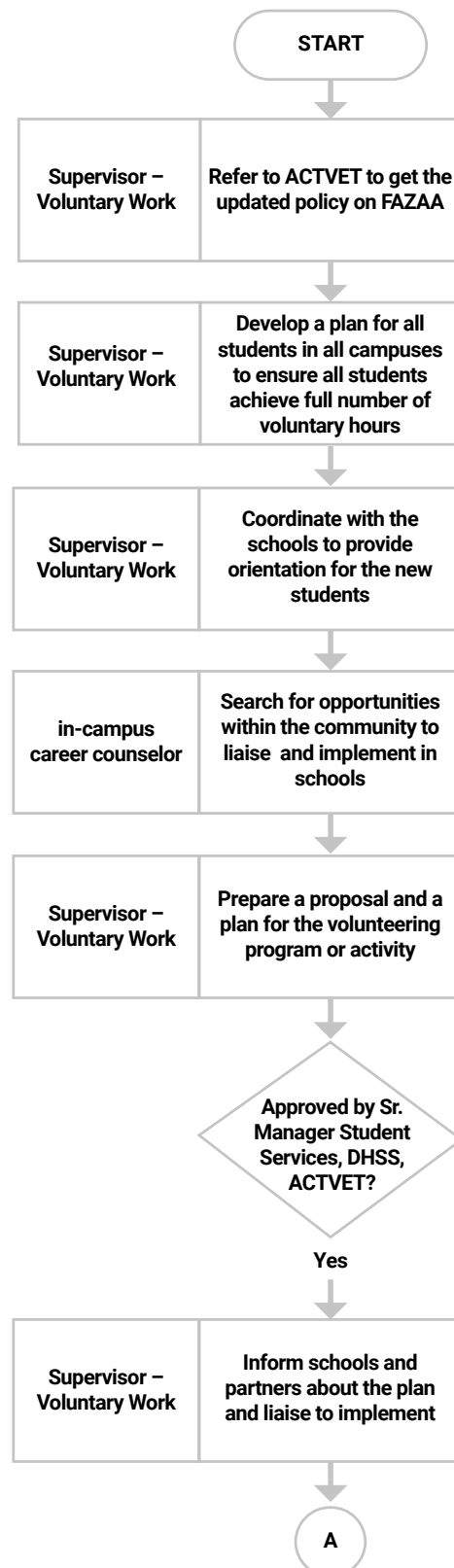
Students can deliver the required community service hours in voluntary work for Governmental or public non-for profit agencies, National events, ATHS initiatives and Community Outreach Events.

The student will not be awarded the graduation certificate unless they have completed 100 Fazaa Hours.

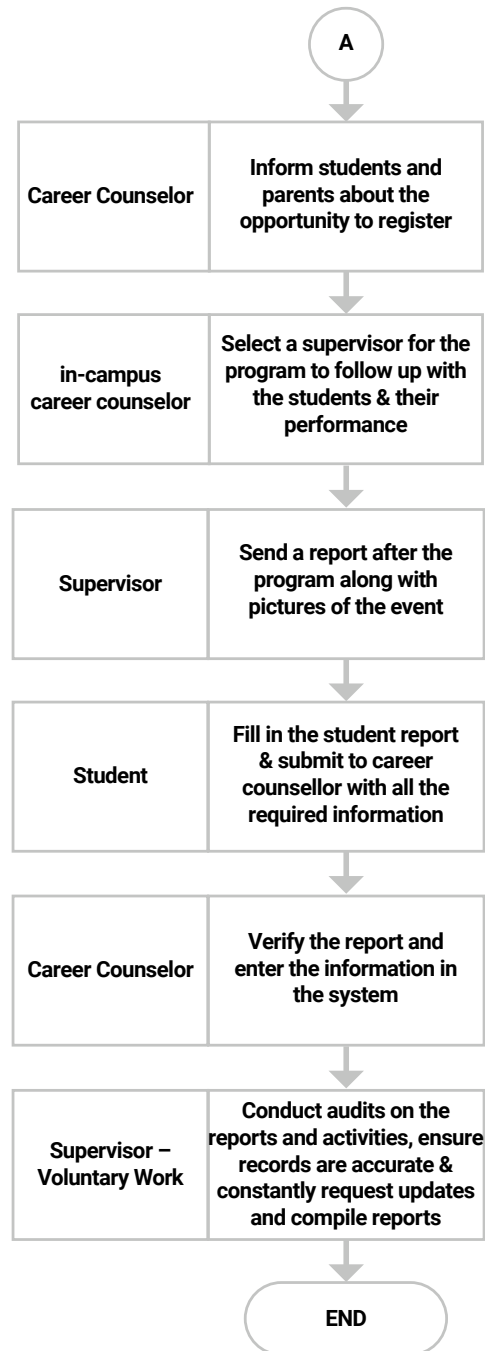
Process for Fazaa Voluntary Work

The below process outlines the framework adopted by ATHS schools for students participating in the Fazaa voluntary work program:

Fazaa Process



Fazaa Process (Cont'd)



Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The School Principals will:

- Be responsible for the overall implementation of the policy.

The VP-Operations will:

- Coordinate the procedures to encourage and monitor students' delivery of Fazaa hours.

The Career Counsellor will:

- Develop a plan for all students in all campuses to ensure they meet the Fazaa requirement.
- Search for opportunities within the community for students to participate in.
- Guide the students to Fazaa opportunities inside and outside the school.
- Maintain a log of student participation in Fazaa.
- Document Fazaa forms for students.
- Report student Fazaa progress to VP-Operations and follow up with students who are missing hours.

The Supervisor-Voluntary Work will:

- Prepare a proposal for the volunteering activity and inform schools of the plan.

The Students will:

- Seek opportunities to fulfill all Fazaa hours before graduation.
- Complete Fazaa forms and submit to Career Counsellor in a timely manner.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 1.5.3: Field Trips

Purpose

The purpose of this policy is to ensure a streamlined and organized process for the teachers, parents and schools to follow through when planning field trips for students.

Policy Statement

Field trips will be planned upon school's discretion and must aim to foster students' personal and academic growth and development. Plans have to be approved by upper management before implementation.

Implementation Procedures

Planning

The field trip can either be suggested by upper management or at the school level. A proposal outlining the objective and the timing of the trip needs to be submitted.

Students with negative behavioral records or a high absence/lateness record will not be permitted to join the trip.

Students with a performance average of less than 75% will not be encouraged to participate if the trip clashes with academic support that may be required for the student.

Approvals

The trip proposal must be signed by the school Principal and submitted to the DHSS for approval.

Parent Consent Forms

Parent Consent forms indicating all the details of the trip must be signed and returned prior to the trip dates in order to finalize the attendance list of students. Students can only attend the trip if parents/guardians sign the consent forms. These forms should be handled by the counsellors or student services to follow up on attendance.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.
- Approve schools proposals for all field trips.

The School Principals will:

- Be responsible for the overall implementation of the policy.
- Compile a list of all proposed field trips for the DHSS approval.

The VP-Operations will:

- Arrange the logistics required for the field trip.

The VP-Academic will:

- Assign staff members to supervise students during the field trip.

The Teachers will:

- Supervise students during and after working hours based on the field trip requirements.

The Students will:

- Represent ATHS schools by reflecting appropriate behavior.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: Jan 2023

For Review: 2025

Policy 1.5.4: Work Placement

Purpose

The purpose of this policy is to ensure ATHS students are provided with the opportunity to fulfill their work placement requirement prior to their graduation.

Policy Statement

The work placement for G12 ATHS students is mandatory as part of their graduation requirements. It is also a crucial experience that provides students with the opportunity to be trained in a real work environment. The training takes place in a company in UAE that is related to their Career Cluster. The training content as provided by the company should be in line with the respective qualification requirements.

The students will spend 4 weeks in training with the industry partner. Attendance of students is mandatory throughout the work placement.

Implementation Procedures

- Campus Career Counsellors will arrange for training to take place with industrial partners.
- An orientation session is provided to the students to inform them of the requirements and their responsibilities.
- Mentors receive orientation and a copy of the students' rosters.
- On a daily basis during the work placement, students arrive to school in the morning and the attendance is taken. Buses will then take the students and their accompanying mentor to the workplace indicated for their training.
- At the end of the training day students return to school and their attendance will be checked before they are transported home.
- Students are to abide by the school and workplace rules and regulations at all times.
- Failure to abide by the school rules will result in consequences including discontinuation of the work placement for the student.
- Upon completion of the work placement, all industry reports should be signed for each student.
- Students will not receive their end of year report cards if they have not finished and duly signed their industry reports.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.
- Ensure compliance with the policy.

The Principals will:

- Be responsible for the overall implementation of this policy.

The Career Counsellors will:

- Arrange training for students and teachers with industrial partners.

The Teachers will:

- Ensure they have a copy of the students' roster.
- Supervise students during work placement on training locations.

The Students will:

- Ensure they complete the work placement and all industry reports are signed.
- Abide by the professional conduct of the institute and the workplace rules.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 1.5.5: Internship Programs

Purpose

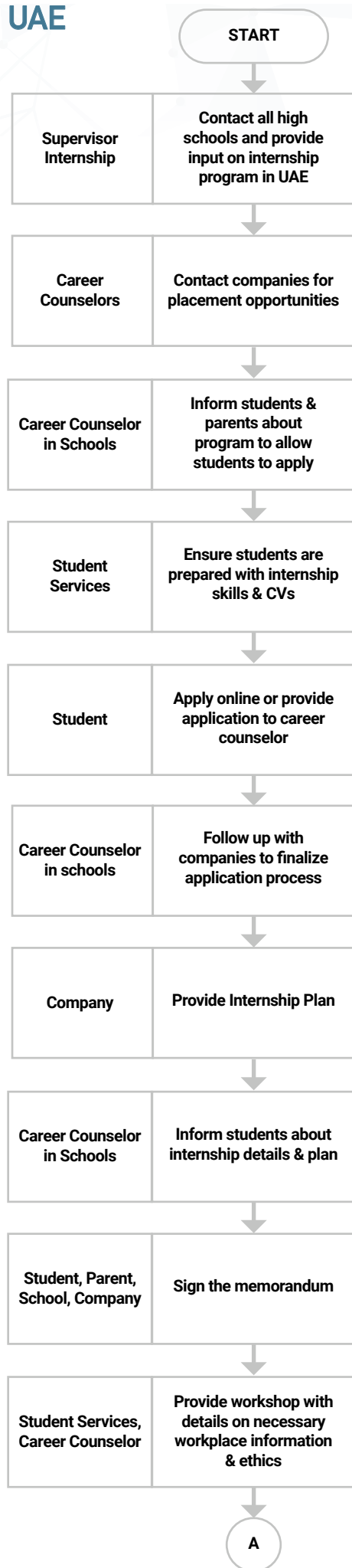
The purpose of this policy is to provide comprehensive internship opportunities for students to support their career and experiential education needs. It also aims at sustaining partners in order to plan, monitor and assess these opportunities whether taking place in the UAE or abroad.

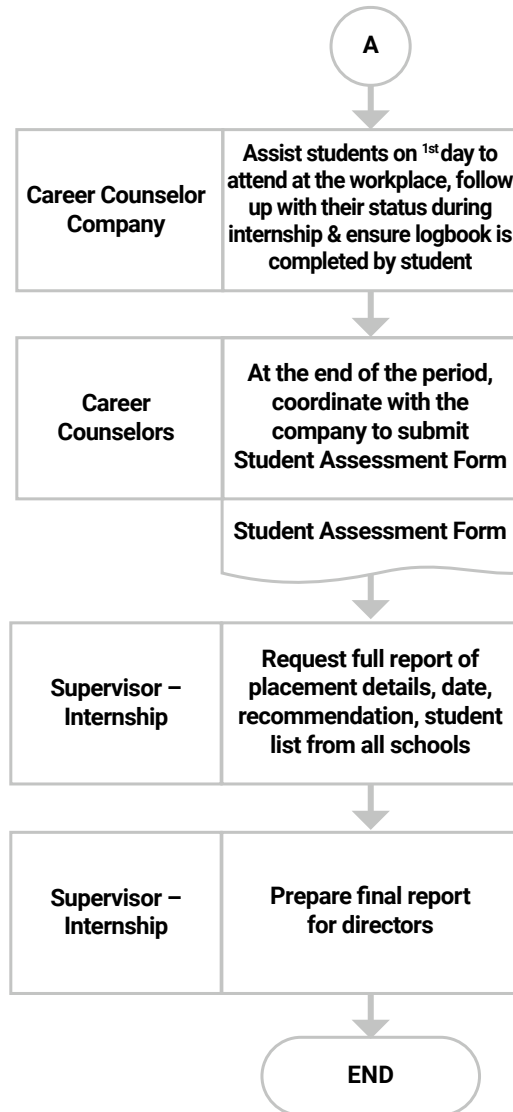
Policy Statement

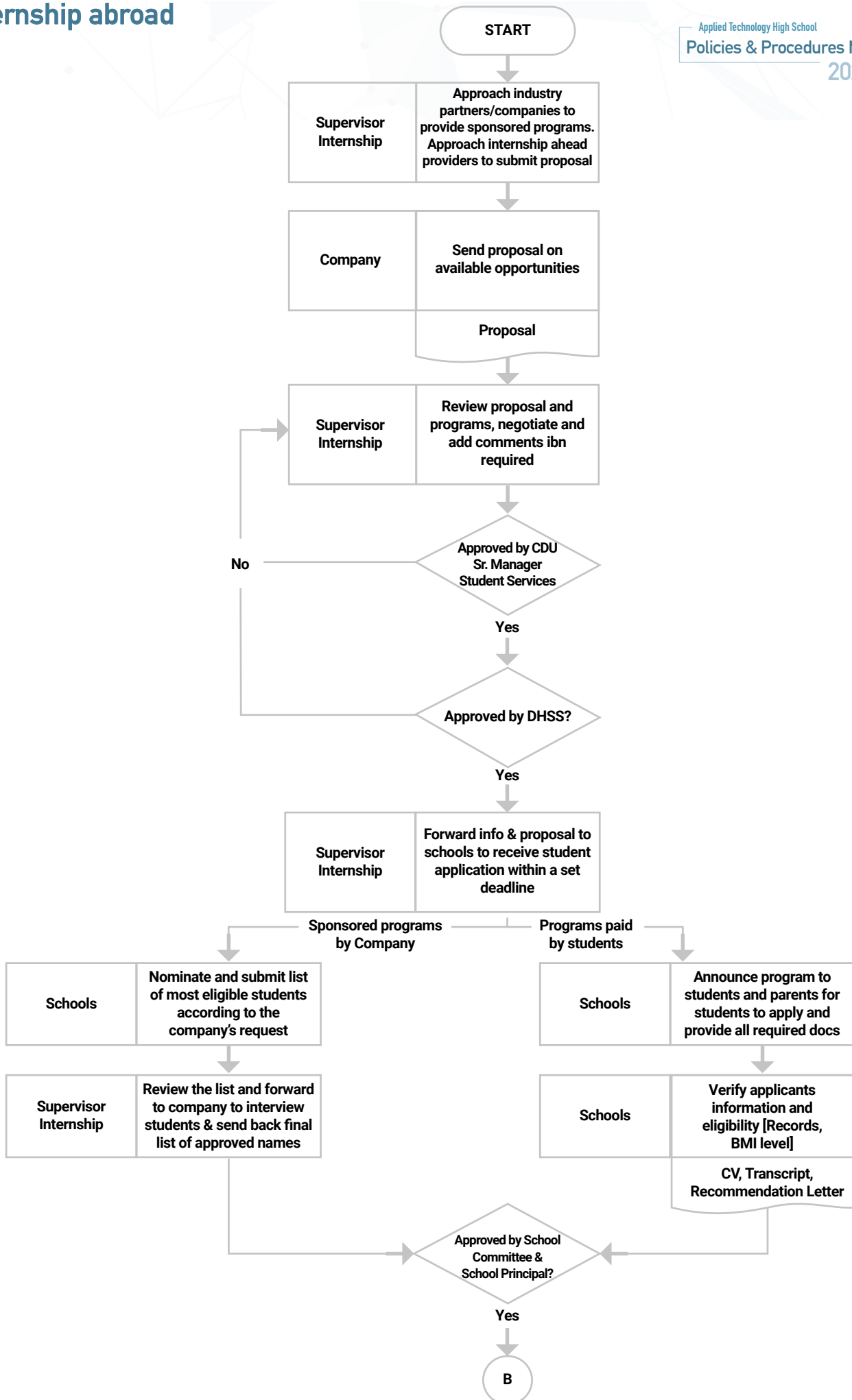
Schools offer students of G10 to G12 the opportunity to gain practical experience locally and in countries abroad. This is an optional program carried out during the school holidays. The Internship abroad can be sponsored by ATHS, the students or the company depending on the program offered.

Implementation Procedures

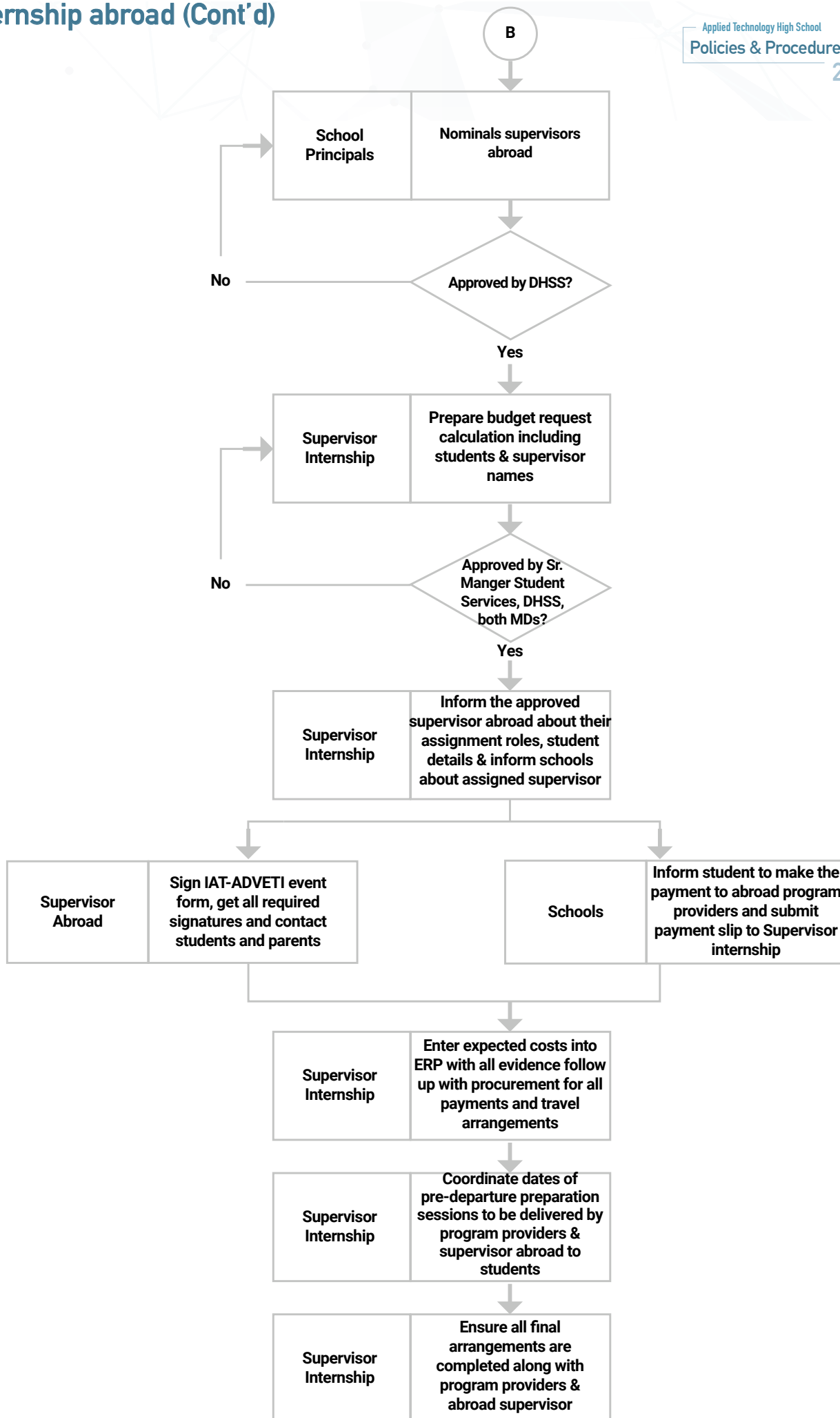
The industry partnership department at the Directorate plans the programs made available for students. Established programs are then shared with the campuses through the student services department. Student Services make the announcement of internship availability. Career Counsellors gather information of interested students using application forms. Students are selected based on their academic performance, behavior and BMI. Students must abide by the professional conduct stipulated by the school and workplace.

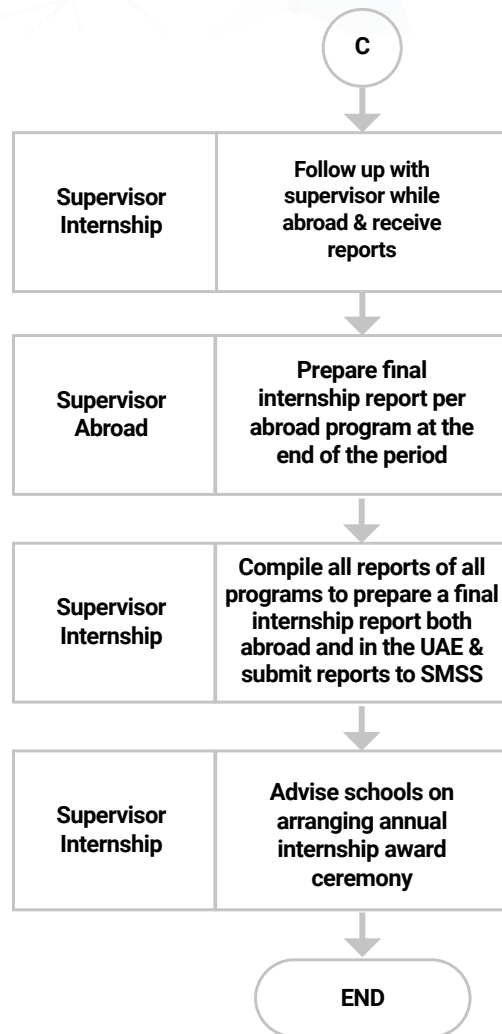






Internship abroad (Cont'd)





Roles and Responsibilities:

The School Directorate will:

- Administer this policy and monitor its effective implementation.
- Plan various programs for students and share with the student services across schools.

The Principals will:

- Be responsible for the overall implementation of this policy.

The Student Services and Career Counsellors will:

- Ensure students are aware of the availability of internships and information is dissipated.

The Supervisor-Internship will:

- Contact all schools and provide input on internship program in the UAE.
- Request full report of placement details and data from all schools.
- Prepare final report for DHSS.
- Approach industry partners/companies to provide sponsored programs.
- Review industry proposals, nominated student lists and share them with the Principal.
- Advise on schools on arranging annual internship award ceremonies.

The Teachers will:

- Ensure they have a copy of the students' roster.
- Supervise students during internship on training locations.

The Students will:

- Abide by the professional conduct of the institute and the workplace rules.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 1.5.6: Participation in Competitions

Purpose

The purpose of this policy is to establish guidelines for motivating and selecting students to participate in competitions within the school's and competition's criteria.

Policy Statement

Students are encouraged to participate in internal and external competitions that aim to deepen student understanding, provide connection to real-life contexts, help students visualize their career pathways and develop life skills.

Implementation Procedures

The concerned departments must allow ample time when sharing invitations to participate in announced competitions with the campuses. It is the school's responsibility to set criteria for behavior and academic performance in order to allow participation in the competitions.

Selected students are notified and a consent form is sent to their guardians to seek their approval. Only upon guardian approval are the students allowed to participate in the competition.

Schools are also responsible to assign mentors to train and supervise the students at all times during competitions.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The School Principals will:

- Be responsible for the overall implementation of the above policy.

The VP-Academic will:

- Monitor the overall selection process of the participated project.
- Assign mentors to train and supervise students.
- Communicate with competition stakeholder to ensure meeting all expectations.

The Teachers will:

- Provide appropriate training and support to participating students.
- Supervise students during and after working hours based on the competition requirements.

The Students will:

- Prepare and show commitment for the competition to the best of their ability.
- Represent ATHS schools by reflecting appropriate behavior.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 1.5.7: Award Ceremonies

Purpose

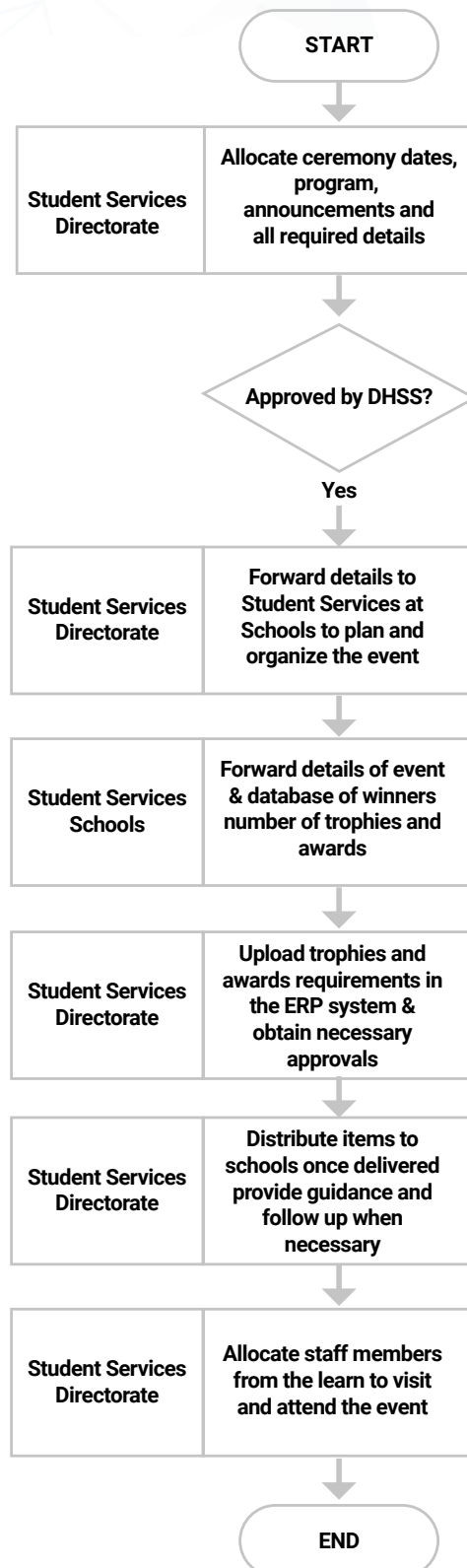
The purpose of this policy is to establish guidelines to organize award ceremonies to highlight the achievements and contributions of outstanding individuals including staff and students. These ceremonies could possibly include outstanding academic performance and Faza community service hours as well as outstanding contributions of teachers, admin staff, parents and other staff members.

Policy Statement

ATHS schools aim to develop the confidence of different staff, students and stakeholders in their personal and professional achievement. The award ceremonies encourage a stronger feeling of pride and self-motivation for staff and students alike.

Implementation Procedures

Award ceremonies are organized and conducted in all ATHS schools. The Student Services Directorate oversees the program, announcements and organization of the award ceremony events. Upon approval of the DHSS, details are sent to the Student Services Department in campuses to plan and organize the events under the supervision of the Directorate.



Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Student Services Directorate will:

- Allocate ceremony dates, program, announcements and all required details to be approved by DHSS.
- Forward details to Student Services at Schools to plan and organize the events.
- Upload trophies and awards requirements in the ERP System and obtain necessary approvals.
- Distribute items to schools once delivered, provide guidance and follow up when necessary.
- Allocate staff members from the team to visit and attend the event.

The DHSS will:

- Examine and approve proposed ceremony dates, program, announcements and all required details.

The Student Services Department will:

- Forward details of events and database of winners, number of trophies and awards to Student Services Directorate.

Policy History

Date approved: March 2017

Date Revised:

Date Revised: October 2022

For Review: 2025

2. School Services and Facilities

2.1 Transportation

2.2 Student Wellness



Policy 2.1.1: Bus Transportation

Purpose

The purpose of this policy is to provide guidance regarding the transportation of ATHS students to and from school via school buses. This policy is in line with the Abu Dhabi Department of Transport rules and regulations.

Policy Statement

Transportation to and from school via school buses is provided for all students that live within the premises of the school campus. Parents' drop off and pick up takes place in the designated areas assigned by the school administration. The use of motor vehicles for travel to and from school by students is an assumption of responsibility on the part of those students. It is a responsibility in regards to the care of property, the observation of safety rules, and the display of courtesy and consideration towards others. Therefore, students shall abide by the school rules and policies.

Implementation Procedures

Bus Transportation

- The school is responsible for the safety and well-being of each student as they are transported to and from school.
- Students will be picked up in designated areas assigned by the transportation department.
- All school rules apply in the buses and will be strictly enforced.
- No food or drink is allowed on the bus.
- Riding the bus is a privilege and not a right. The administration reserves the right to suspend students from bus transportation if deemed necessary.

Pick up and Drop off by other means

- The school is not responsible for students that are transported by parents or designated drivers.
- Parents/designated drivers shall adhere to designated areas that are assigned for morning drop off and afternoon pick up.
- Students shall wait at the main gate until their parent/designated driver arrives at the end of the school day.

Roles and Responsibilities:

The School Directorate will:

- Administer this policy and monitor its effective implementation.
- Review school schedules for compliance with the policy and monitor effective implementation.

The Principals will:

- Ensure forms are sent to parents to sign and acknowledge student transportation logistics.
- Ensure supervision for students is provided when using any transportation services.
- Ensure bus drivers are properly licensed.
- Ensure bus monitors are managed according to Emirates Transport policies.
- Ensure a safe space is provided for bus drivers and bus monitors within the school.
- Ensure that the department of transport regulations are applied on a school level.
- Ensure that all parents recognize their responsibilities under the Department of Transport regulations.

The Student Services Department will:

- Ensure and monitor effective implementation of this policy.
- Designate appropriate transportation for any student whose parents request transportation to and from school and is assumed eligible under this policy.
- Design appropriate bus routes set by this policy.
- Allocate appropriate bus stop locations for each bus route under the framework of this policy.
- Arrange licensed bus monitors for all buses transporting students.

The Parents/Guardians will:

- Be liable for the security of their child upon entering the bus to go to school and after exiting the bus to go home.
- Ensure their child is punctual and on time for bus.
- Ensure the school has their up-to-date contact information.
- Inform Student Services about any violation of school bus cleanliness or any misconduct of drivers or monitors.

The Students will:

- Abide by the approved code of conduct and behavior policy during the bus transportation hours.
- Be punctual and on time for the bus.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 2.2.1: School Clinic

Purpose

The purpose of this policy is to provide guidance regarding the health care services offered to students of ATHS while on the premises. This policy is in line with the safety measures for general health care.

Policy Statement

Each ATHS school is provided with a nurse to whom students can refer during break time or during classes if necessary. Such a clinic provides first aid only while critical conditions are referred to nearby hospitals.

ATHS schools provide school health care services for children with special health needs, including children with chronic illnesses. These health services are regularly updated through close communication with parents.

Implementation Procedures

School Clinic

The school clinics follow the mandated school clinic requirements set by the Health Authority in Abu Dhabi (HAAD) in order to achieve and maintain full school clinic licensure.

All school clinics are staffed by a full-time HAAD-licensed registered School Nurse.

A copy of the school clinic's valid HAAD Healthcare facility license is displayed in the school clinic along with a copy of the school nurse's valid HAAD Healthcare professional license.

School Nurse

The school nurse is responsible for the safeguarding of students' health.

- The nurse is available on school premises on a full-time basis every school day and during after-school and other activities.
- The nurse ensures that student vaccination records are collected at the start of the school year as a mandatory part of the student registration and admission policy.
- If vaccination records are not submitted, or are incomplete, the unrecorded vaccinations will be considered as not administered and the School Nurse shall ensure administration of all catch-up vaccinations, with the provision of signed parental Catch-up Immunization Program Consent.
- The nurse provides screening and referral for health conditions. Screening includes vision, hearing, and BMI assessments.
- The nurse assesses health complaints, administers medication, and cares for students with special health care needs. The nurse does not give any long term medicines without a prescription.
- The nurse communicates with parents, refers sick students to physicians if necessary, and

provides or supervises nursing care at school.

- The nurse monitors immunizations against infectious illnesses, and reporting communicable diseases to school management.
- The nurse manages chronic diseases, emergency medical conditions, acute illnesses and infectious disease prevention.
- A student health plan is provided for students who suffer from chronic diseases that may affect their school attendance and academic performance. The student health plan is written by the registered School Nurse, in collaboration with the student, family and healthcare providers.
- The nurse manages emergencies and urgent situations by following the ATHS emergency response plan. The nurse calls an ambulance if necessary and monitors sick students' safe transport to a nearby hospital.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Principals will:

- Ensure the clinic is licensed and maintained.
- Ensure parental consent forms for health screening are signed by parents.
- Ensure the School Nurse's transfers cases out of his/her scope to specialized clinics.
- Ensure the school complies to the national immunization program.
- Ensure that the school health and safety office report internal and external incidents.

The School Nurse will:

- Ensure compliance with parental consent policies.
- Ensure coverage of the school clinic during school operating hours.
- Ensure compliance to parental consent policies.
- Raise awareness on the importance of health programs.
- Ensure that all vaccinations are monitored in accordance to the national immunization program.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 2.2.2: Canteen

Purpose

The purpose of this policy is to ensure that the school canteens comply with the standards set forth by the Abu Dhabi Food Control Authority (ADFCA) to promote healthy eating within the school community.

Policy Statement

The canteen follows strict guidelines established by the Abu Dhabi Quality & Conformity Council (ADQCC) on the mandatory requirements for nutrition and healthy eating in schools, healthy food choices and allergies. The guidelines are structured so that healthy and safe environments are established across the country.

Implementation Procedures

Canteen

School canteens follow strict health and sanitation conditions; this is reflected on the practices that staff adhere to, ranging from the use of equipment with approved specifications to passing the ADFCA inspections in each of its categories as well as providing healthy food items that have been approved by ADQCC and provides students with all required nutritional needs.

- The hygiene of the cafeteria is regulated by the ADQCC and ADFCA.
- The cafeteria is open before school and during break times.
- Students are allowed to eat food only in the cafeteria or designated areas assigned specifically by the administration.
- Students are encouraged to purchase food from the cafeteria.
- If a student is to bring food from home, the expectation is that it is an individual portion that meets the healthy food standards outlined by the ADQCC.
- Any food that does not meet the standards can be confiscated by members of the staff.
- Students are expected to act appropriately in the cafeteria. All school rules and policies apply to the cafeteria area.

Food Regulations

School management holds health awareness to the highest of standards. Special Guidelines and instructions are followed in each of our schools that abide by the ADQCC.

School canteens are prohibited to supply the below food and drink items:

- All energy drinks
- All beverages containing caffeine
- Ice cream, chocolates and desserts containing sugar
- Jelly

- All kinds of soft drinks
- All kinds of fried food
- Cakes, donuts and croissants
- Processed meat
- Yogurt milk with industrial flavors
- Foods that contain hydrogenated fats

If the students are bringing their own food into school, they should adhere to the health standards followed and avoid the items listed above in addition to potato chips, lollipops, and chewing gums. Quantities should be suitable for one individual student.

School management prohibits junk food on all premises and parents are encouraged to provide a similar healthy range of food items at home to further reinforce the BMI program and expand parents' involvement and participation in monitoring their children's overall health conditions.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Principals will:

- Affirm that all requirements for school canteen facilities, hygiene, safety, nutrition and food vendor requirements are strictly adhered to by the school as specified in the policy.
- Ensure the school canteen complies with current regulations and conducts inspections as required at any time.
- Promote healthy eating and nutrition and ensure appropriate measures are taken to circulate to the school community.

The Facility Coordinator will:

- Coordinate with the catering service to provide high quality healthy food for the students.
- Conduct daily health and safety checks on the food available in the canteen.

The Students will:

- Abide by approved code conduct and behavior policy during the canteen access hours.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

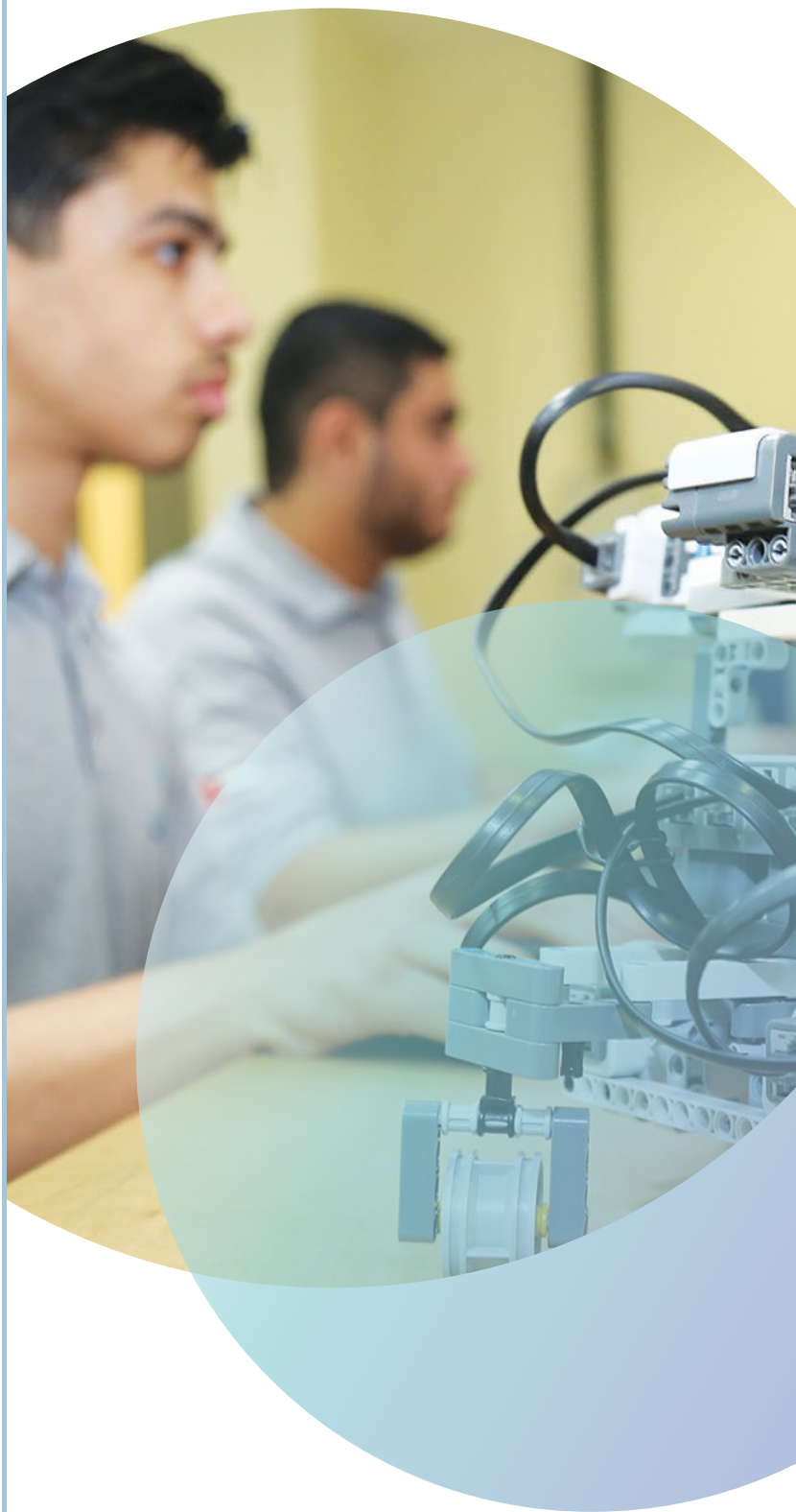
For Review: 2025

3. Instructional Program

3.1 Student Progress

3.2 Curriculum and Instruction

3.3 Learning Resources



Policy 3.1.1: Assessment

Purpose

The purpose of this policy is to outline the role of the Assessment Department to enhance students' progress by providing timely and accurate data about student academic performance.

Policy Statement

Our philosophy is to support the learning process and encourage student success. This support is enacted by ensuring that the learning outcomes achieved are the ones assessed. We decline to assess learning outcomes that are never realized albeit intended. Our grading system is a mere measurement of student's mastery of achieved outcomes. Below is an embellishment on this philosophy...

Assessment at ATHS schools provides two main functions. First, it certifies that students have attained the knowledge and competencies identified in the course learning outcomes and the successful completion of those assessments may be used for progression to higher grade levels and the selection of clusters. Secondly, assessments can be used as a valuable tool for teaching and learning as they inform the teachers of the capacities and limitations of their students.

Assessment is concerned with how learning is going or how it is taking place. Primarily, it is process-oriented and involves learning, teaching, and outcomes as they are happening. Assessment gives information for improving learning and teaching and is an interactive procedure between students and teachers that inform the latter how well their students understand and learn what they are being taught. There are many factors to consider when thinking about the importance of assessment. At any given

school, students are assessed for a large variety of reasons. Not all teachers may be aware of this, but assessment definitely goes beyond grades. Researchers agree that assessment is used to motivate, create learning opportunities, give feedback (to both students and instructors), to grade, and to serve as a quality assurance instrument for internal and external systems. The way assessment improves learning depends on five key factors:



- The specification of effective feedback to students
- The keen involvement of students in their own learning
- Modifying teaching to take account of the results of assessment
- Identifying the immense influence assessment has on the motivation and confidence of students both of which are decisive influences on learning

- The need for students to be able to assess themselves and understand how to improve Assessment can be broken down into two integral components: formative and summative.

Formative assessment or assessment for learning is often done at the beginning or during a program, thus providing the opportunity for direct indication about student learning in a particular subject or at a particular point in a program. Formative assessment can be thought of as a form of assessment for learning where it is an ongoing learning process. In fact, assessment for learning provides students with a lucid anticipation of the learning outcome from the beginning of the year. Researchers agree that formative assessments aid teachers to identify strengths and weaknesses of their students so they can lay out plans that meet their academic needs. Formative assessments can take plenty of forms as there are a large range of them including:

- Question and Answer in the Lesson
- Short tests and quizzes
- Homework exercises
- Assignments and projects
- Written questions with short, extended or multiple-choice answers

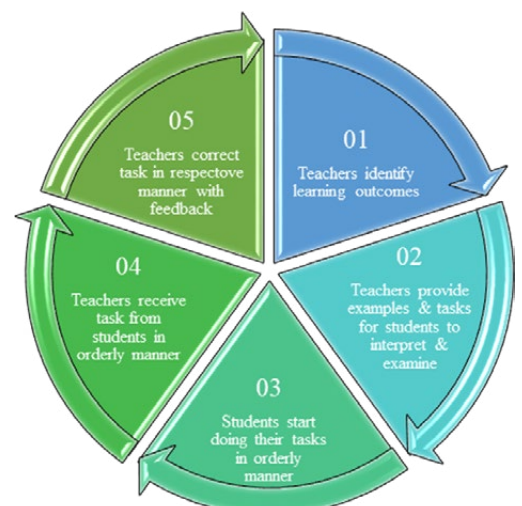
At the ATHS schools, formative assessments can be seen in the form of student participation; homework assignments; school- based quizzes, practical tasks, lab experiments, and projects. Scholars affirm that educational assessment is used to observe what students say, do, in few circumstances make, and try to conclude what they know, can do, or have accomplished.

On the other hand, summative assessment or assessment of learning is comprehensive in nature. It is used to check the level of learning of students at the end of any given program. It provides accountability and is used to check the level of learning. At ATHS, this can be seen in the form of End-of-Term exams, System- Wide Quizzes, competency exams, as well as standardized tests.

ATHS assessment system is organized around the primary purpose of improving student learning by providing useful information about students' academic progress towards achieving imperative learning goals.

The following goals are called upon by the assessment policy:

- Ensure that information about the methods of assessing the student learning is available to the learning community and to the public.
- Ascertain that students receive clear, timely, and



complete information about course and program content, objectives, standards, requirements, grading schemes, and evaluation instruments and methods.

- Ensure that mechanisms exist for the development and application of suitable and equitable methods of evaluating student learning, for each course and each program.
- Identify the roles and responsibilities of various individuals and groups concerned with assessment procedures.
- Devise mechanisms to analyze assessment results for the purpose of developing the curriculum, teaching methodologies, teaching staff, and students.
- Facilitate student achievements of internationally accepted levels in standardized tests such as Advanced Placements (AP), International English Language Testing Service (IELTS), SAT® and SAT® Subject Tests, Emirates Standardized Test (EmSAT).
- Formulate and manage applicable outcome assessment procedure and attach its results to curriculum development.

Implementation Procedures

Teachers bear the responsibility of designing and managing the pace and content of the school-based (classroom) assessment activities under the supervision of the respective lead teacher, VP-Academic, and Curriculum Specialist. Students are asked to submit work on a regular basis. The form of work required is determined by the teacher and should be specified in the course outline. Teachers may, according to a consistently applied procedure specified in the course outline, deduct marks for term work that is submitted late. The credit deducted cannot exceed the weight specified in the course outline for the piece of work in question.

Assessment Scheme

Considering the three streams that are being offered in all ATHS schools, it is extremely important to have a unified assessment policy that applies for all. This considers the difference in intended learning outcomes and vision of the different streams. The assessment schemes for the different courses of the curriculum are detailed in the tables 1 & 2 on page 23 - 24.

Vocational courses will produce a portfolio of evidence in accordance with the relevant external examining body (NQC) requirements. This evidence may consist of a combination of projects, practical tasks, classwork, quizzes, work placement evidence, etc.

To maintain consistency in evaluating student work, rubrics – which are multidimensional sets of scoring guidelines – must be centrally developed and used by all teacher’s system-wide. Rubrics should provide a measurement system for specific tasks and should be tailored to each course or assessment category.

To stimulate an increase in student motivation for better attainment of knowledge and skills in Core and

Cluster courses, the cumulative percentage (CP) is used to represent student final mark. In essence, the CP accommodates students' achievements in Core and Cluster courses at the end of each term. The passing mark for all courses is 60% for grades 9-12 and 50% for the lower grades. To pass/graduate, a student must pass all courses required. All courses are equally weighted. Hence, the term CP is the average of all course final marks as illustrated in the formula below. It is worth mentioning that all student designations (honour/merit-listed, top 10, etc.) depend on students' CP.

$$\text{Term CP} = \frac{\sum_{i=1}^n M_i}{n}$$

CP: Cumulative Percentage
M: Course Final Mark
n: Number of Courses

Quality Assurance

The Assessment Department shall periodically quality assure and moderate both the formative and summative assessment processes and procedures at each campus.

Review panels visit schools to audit internal assessment practices and schools are expected to provide the panel with the following:

- Evidence of approved teachers' coursework marks for each of their classes
- Five samples of students' work in each grade level showing top, average and weak students' submitted tasks
- Formative and summative assessment instruments

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Assessment Department will:

- Solicit all system-wide exams; including admission exams, system-wide quizzes, end-of-term exams, make-up exams, and re-sit exams, along with the corresponding answer keys and alignment charts, from the Curriculum Specialist.
- Announce timelines, guidelines, and schedules of all system-wide exams.
- Distribute each system-wide exam to all Principals/VP-Academic in due time.
- Gather markings of the school-based and the system-wide assessments and have them appropriately recorded and reported to all concerned authorities.
- Perform data analysis of students' assessment results and present it with recommendations to the Managing Director or designee.

The Curriculum Specialist will:

- Prepare summative assessment throughout the academic year.
- Ensure the assessment schemes are clearly stated within the curriculum documents.

The School Principal will:

- Communicate summative assessment throughout the academic year.
- Ensure the assessment schemes are clearly stated within the curriculum documents.

The VP-Academic will:

- Follow up students' performance and learning progress.
- Communicate formative assessment and summative assessment requirements to teachers.
- Oversee mechanisms for teachers to follow up and students' support.

The Teacher will:

- Clearly communicate to the students a formative assessment outline and include practice for summative assessment tasks. The assessment outline cannot be changed once it is informed in the beginning of the course.
- Bear the responsibility of designing and managing the pace and content of the school-based (classroom) assessment activities under the supervision of the respective lead teacher, VP-Academic, and Curriculum Specialist.
- Make themselves readily available and encourage students to consult them on a regular basis.
- Provide timely constructive feedback to students' submitted work. All student work should be returned within three days of submission.
- Consider submission deadlines and punctuality when communicating feedback.
- Keep a record of the student assessment.
- Identify the difficulties that each student may face and provide appropriate remedial support.
- Ensure the timely entry of marks into the SIS and keep a safe record of all student grades.
- Design formative assessments taking into consideration the following:
 - Be relevant to the learning outcomes of the course
 - Be valid, reliable and fair
 - Be able to differentiate student levels and abilities
 - Be appropriately weighed according to the importance of the learning outcome and the difficulty level of the work produced

The Students will:

- Submit work according to the submission schedule on a regular basis.
- Complete all assigned tasks on their own and return them to their teacher as evidence of their own achievement against the learning objectives.
- Keep evidence of all submissions either in photographic, electronic or hard copy forms.
- Act on feedback to an assessment task provided by teacher whether it be in the form of an individual feedback, class discussion or a generic form such as a rubric.
- Request any clarification relating to grading promptly.
- Contribute to group work activities and document their part in any group project.

Policy History

Date Approved: September 2010

Date Revised: 2012, 2015

Date Revised: October 2022

Policy 3.1.2: Administration of Examination

Purpose

The purpose of this policy is to outline the examination procedures to ensure accuracy in coordination and consistency of planning and implementation across ATHS schools.

Policy Statement

ATHS schools are committed to provide equal opportunity for students within the assessment procedures. Therefore, all examinations take place within the designated period specified in the academic year calendar. The Assessment Department centrally produce exam schedules to unify time and duration for all summative examinations.

Implementation Procedures

General Guidelines

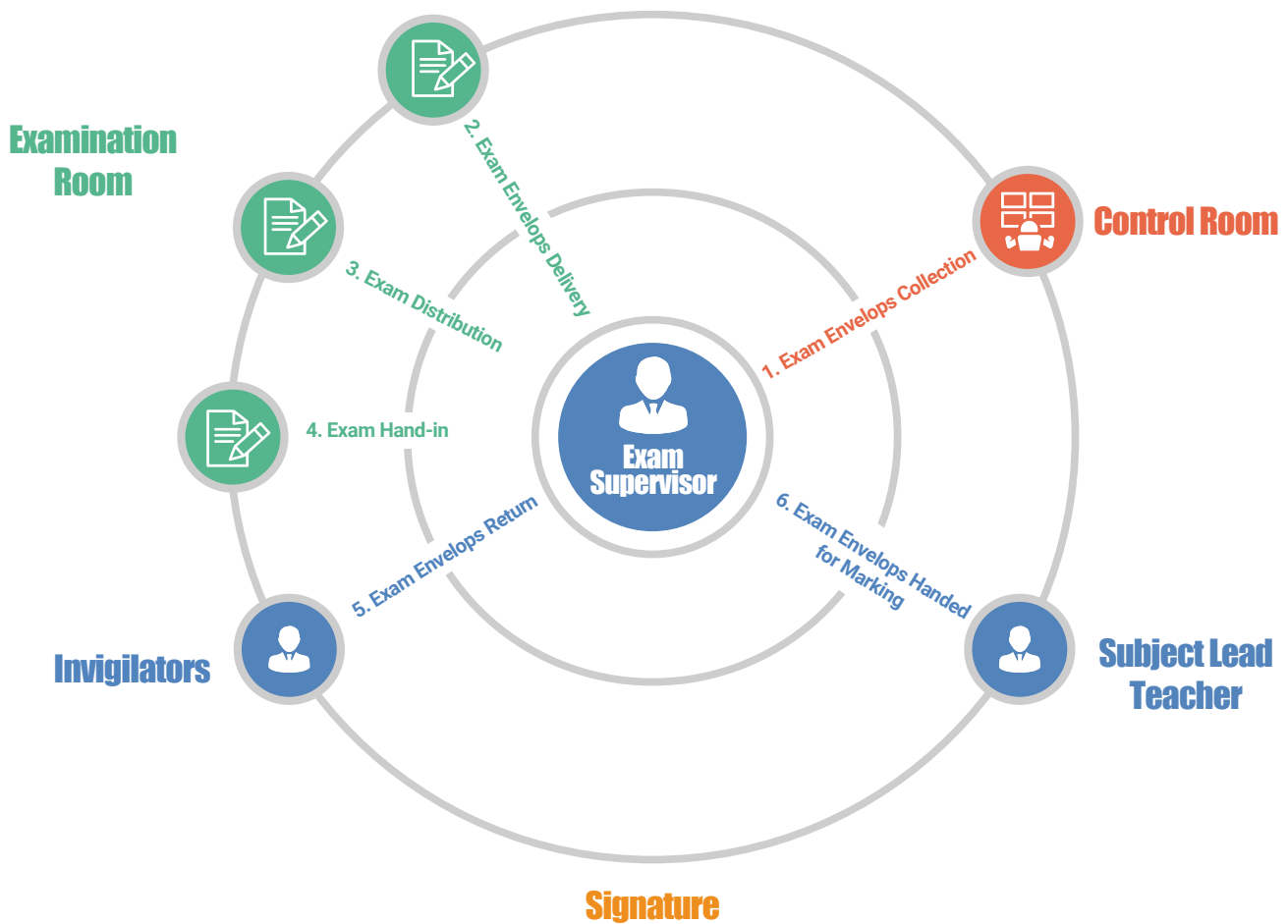
- No more than two exams can be scheduled on the same day. The schedule shall take into account a good spreading of the exams across all subjects and days available.
- Exams take place in two sessions: a morning and an afternoon session. System-wide quizzes are usually of one hour duration and EoT or EoY Exams are usually two hours for year based courses and one hour for term based courses.
- Makeup Exams are conducted on the first Saturday after completion of the regular exam schedule. In this case multiple exams may be scheduled on the same day.

Printing, packing, and storage of exam

- Exams are received from the exam-shared folder by the VP-Academic or Principal and securely sent for printing in the control room.
- The control room must be secured; access to the exams must be limited to the VP-Academic or a staff assigned by the Principal.
- The procedure of printing and filing papers into envelopes to include attendance sheets must be completed in the control room.

Collection and dispatch of exam papers from the control room to invigilators

The exam handling paper trail from the control room to the exam supervisor, to the invigilators, students and subject lead teachers, must follow the procedure illustrated in the figure on the next page.



At each step, the staff members are required to sign a log sheet, that indicates the number of papers in each envelop.

1. Exam Supervisors must collect the examination envelopes, 30 minutes before the exam.
2. Invigilators receive the exams from exam supervisors, 15 minutes before the exam.
3. Invigilators should arrive to the exam hall 10 minutes prior to exam time.
4. Invigilators distribute exam papers to students exactly on time.
5. Students hand in their papers and sign their attendance log.
6. Invigilators return the exam papers to the exam supervisor at the end of the exam time.
7. Exam supervisors distribute the exam papers to the subject lead teacher.
8. After marking and reviewing, lead teachers return the papers to the control room where they are archived and stored appropriately.

Invigilation Guidelines:

The following are guidelines and procedures for supervising and invigilating summative exams:

1. Invigilators are expected to report to assigned exam classrooms before the beginning of the exam session.
2. A seating plan must be sent to invigilators and students before the exam.
3. All the necessary instructions, including the title of the exam, subject, date, start time and end time must be written on the white-board.
4. Any displays of formulas, grammar rules, charts, graphs, vocabulary, etc. that might help the students in any subject exam need to be removed from the examination room.
5. Students will be admitted 10 minutes prior to the start of the exam.
 - At 10 minutes, invigilators shall:
 - Inform students to leave all books, bags, and notes outside in the hallway. The students will only have the tools they need for the test paper-like calculator, pen, ruler, pencils, eraser etc.
 - Check that students do not have any mobile devices. Phones are not allowed in the examination room.
 - Check students' ID and seat them based on the seating plan provided.
 - Check the desktops and hands of students for possible notes.
 - Review the rules and consequences for cheating from the Examination Protocols with students (outlined later in this policy).
6. Students arriving more than 15 minutes after papers are distributed must be sent to the counsellor's office. They will not be allowed to enter or write the exam unless they pass by the counsellor, and get a note from her/him.
7. All students will remain in the exam room until the end of the first hour.
8. All exam rooms must have two invigilators who are actively circulating the room.
9. If there is an emergency, the teacher shall call for security to get the supervisor who will escort the student to the nurse or call the counsellor for help.
10. Students and teachers must pay close attention to the timings on their schedules.
11. The invigilating teacher checks student's names against the class check list which has been included in the assessment packet. This list is signed by the students at the end, when they turn in their completed exam to the invigilating teacher.
12. If a student is absent, the teacher writes the name on the packet and marks them absent on the attendance sheet, too.

13. The classroom door shall remain open during the exam time, except in cases instructed otherwise, such as the in listening exams. Exam supervisors, IT support, principals, nurse and counsellors are the only people allowed to enter the room during exams if urgently required.
14. Invigilators shall not assist the students with the questions or answers. There shall be no talking between students or with invigilators and students, except to explain the directions. (e.g. to explain how to fill an answer booklet for the English Exam or a bubble sheet for a computer test).
15. Invigilators must not bring their laptops to exam halls except when they are invigilating English or Arabic, as there might be listening exams.
16. Teachers must be vigilant while invigilating the class which means that teachers must not doze off or gaze out the window. Attention shall be to students at all times. Invigilators must:
 - Circulate and move around the room so students feel they are watched.
 - Write the time remaining on the board every 10 minutes.
 - Not turn their back on the class.
 - Follow all procedures for any instances of cheating or suspected cheating.
17. Invigilators shall announce to the students when the last 10 minutes are left for the exam to finish.
18. If a student finishes early, the invigilator tells the student to review and check their work and then to turn their test paper over on the table and sit quietly.
19. At the end of the exam time, invigilators are expected to:
 - Collect the exam papers from the students.
 - Have the students sign the attendance sheet that they turned in for their exam.
 - Write the names of the absent students on the exam packet and complete all the missing information on the front of the packet and attendance sheet.
 - Count the papers to see that there is one paper for every student who wrote the exam, and put them back into the packet with the attendance sheet.
20. If cheating notes are found the following procedure must be followed:
 - The invigilator must call for the supervisor and ensure students' notes are taken.
 - The supervisor shall call security to get the counsellor immediately.
 - The student shall finish the exam in another examination room.
 - The cheating notes shall be attached to the exam after the exam is collected.
 - The exam is marked and the counsellor shall follow up with the case.
 - The student will be notified of the action taken after the case is investigated

21. If students are seen violating ATHS examination procedures, the following steps shall be taken:
- The student is given a verbal warning.
 - Nothing shall be written on the student's exam paper.
 - If the student continues violating exam procedures, a second warning is given and a blue note is written on the front page of test paper. The invigilator shall call for the supervisor to come to sign next to the note. Then the invigilator should write all details on the exam procedures violation form.
22. Talking in Arabic or English, signalling, looking around, and similar behaviors all violate ATHS Examination Policy and merit the above action.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Assessment Department will:

- Ensure the delivery of the exams in secure electronic format to the Examinations Officer of the school (a role usually assumed by the Vice Principal Academic). For the Paper based exams if it is scheduled on the first day of the week, the exam is available on Saturday. However, if the paper based exam is scheduled during the week days the exam will be available the day before. For the Online based exams if it is scheduled on the first day of the week, the exam is available on Friday. However, if the paper based exam is scheduled during the week days the exam will be available the day before.
- Establish exam audit committee and prepare reports on campus exam procedure.

The Curriculum Specialists will:

- Contribute in the audit committee and quality assurance efforts if required.

The Principal/VP-Academic will:

- Ensure the confidentiality of the exam papers until the exams process is over.
- Print the required number of exam papers for each student and ensure the safe storage and confidentiality of the exam papers until the exams process is over. System-wide Quizzes may be returned following 48 hours of exam administration to the students whereas EoT or EoY exam papers shall never be returned to students unless otherwise advised by the Assessment Department.
- Organise examination rooms and supply of examination materials according to the examinations policy.
- Ensure that examinations are conducted in accordance to this policy.
- Appoint suitable staff in various invigilation, supervision and marking roles.

- Safely store the exams. Final year exams shall be stored for a period of up to three years.

The Invigilators will:

- Abide by the invigilation guideline listed in this document.
- Ensure accuracy of distributing and collecting exam papers before and after the examination.

The Students will:

- Attend before the start of the exam and follow all instructions of the invigilators and answer all questions to the best of their ability.
- Follow the seating plan assigned by the invigilators.
- Pass by the counsellor's office when arriving 10 minutes late.
- Not talk without permission and not leave the exam room for any reason (except for an emergency determined by the Exam Supervisor).
- Not write anything on the table, chair, their body or clothing.
- Leave all materials and bags outside of the classroom.
- Give the counsellor a note, if absent on an examination day due to illness, and attach note from a medical professional attesting to their illness. The school administration reserves the right to request further confirmation of absence.
- Wear the proper ATHS uniform during the assessment exams, including Student ID.
- Not seek the invigilator's help to solve an exam entry.

Policy History

Date Approved: September 2010

Date Revised: 2012, 2015

Date Revised: October 2022

For Review: 2025

Policy 3.1.3.2: Marking and Final Grade Reporting (Online Exams)

Purpose

The purpose of this policy is to outline the marking protocols in case of online exams and final grade reporting to ensure accuracy in coordination and consistency of planning and implementation across ATHS schools.

Policy Statement

ATHS schools are committed to provide equal opportunity for students within the assessment procedures. Therefore, all examinations are marked and reviewed, and the final mark is reported in a consistent procedure as outlined in this policy.

Implementation Procedures

Course work marks

- All course work marks must be entered on Student Information System (SIS), approved by the teachers and monitored by the lead teacher and VP-Academic before the beginning of the final exam schedule.

Marking practices

As most of the questions are antegraded the teachers are responsible for:

- Ensuring that the answer key is correct
- Reviewing the students' submissions and question marks sheet and then reporting any issue to the assessment lead
- Marking the manual-graded questions as per the rubric/guidelines provided

Exam Errors Reporting and management

Examination papers are prepared with the utmost accuracy; however, errors may occur in the examination paper. Types of expected errors:

- Errors in the examination paper
- Invalid questions
- The question is not clear and students were misled.
- Errors caused by unclear images or charts
- The required material of the exam was not covered in the class.
- Errors in the Answer Key
- Mistakes that cause redistribution of the marking scheme.
- Errors in multiple choice question answers.

Procedures followed when an error in the exam is reported:

- Teachers report the error to the lead teacher.
- Lead teacher validates the mistake and decides if it is a valid error and reports to the VP-Academic.
- VP-Academic contacts the curriculum and assessment units and reports the mistake.
- Curriculum Specialist examines the error and consults with the Assessment Department on the error validity and the suggested corrective action.
- Suggested corrective actions for valid errors of the exam.
- The Curriculum Specialist communicate corrective actions to the VP-Academics, keeping school principals and the Assessment Department in the loop of communication.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Assessment Department will:

- Follow up examination error reporting and seek the DHSS approval when needed.
- Establish exam audit committee and prepare reports on campus exam procedure.

The Curriculum Specialists will:

- Contribute in the audit committee and quality assurance efforts if required.
- Validate concerns related to the examination papers and decide on a suggested corrective action.
- Communicate corrective actions to the VP-Academic in the campuses as per the Assessment Department decisions.

The School Principal will:

- Administer this policy and monitor effective implementation.

The VP-Academic will:

- Follow-up with teachers to ensure marking the manual graded questions on time and marks are inputted into the system on time.
- Monitor the effective implementation of this policy in the school.
- Report exam errors as described in this policy.
- Adhere to the corrective action communicated by the curriculum specialist.

The Lead Teachers and Teachers will:

- Validate concerns in the examination and decide if they should be communicated to the VP-Academic.
- Abide by all the procedures mentioned in this policy.

Policy History

Date Approved: September 2010

Date Revised: 2020

Date Revised: October 2022

For Review: 2025

Policy 3.1.3.3: Marking and Final Grade Reporting (Competency Based Exams)

Purpose

The purpose of this policy is to outline the marking protocols in case of Competency-based Assessments and final grade reporting to ensure accuracy in coordination and consistency of planning and implementation across ATHS schools.

Policy Statement

ATHS schools are committed to provide equal opportunity for students within the assessment procedures. Therefore, all examinations are marked and reviewed, and the final mark is reported in a consistent procedure as outlined in this policy.

Implementation Procedures

General Guidelines

- The CBA is based on the successful achievement of performance criteria, which are derived from a set of competency standards, learning outcomes or performance outcomes related to a specific course syllabus.
- Performance criteria are designed to identify the actions to be undertaken by the learner; the conditions under which these actions are to be performed and the standards to be met to prove competency.
- CBA is an evidence-based assessment. This means that awarding competency for a performance criterion requires the learner to submit pre-defined evidence as a proof of tasks completion as per the required level. The types of evidence may include, but are not limited to, written responses, performance or practical activities, simulations, final products or oral presentations.
- CBA is a term-based assessment and is taken by learners throughout the term following an on-going assessment approach. The learner's progress within the subject is measured and evaluated three times per term, which will be known as progress milestones. At each milestone, a set of pre-defined performance criteria is assessed, evaluated and scored.
- The CBA model also distinguishes between different learners' competencies by awarding them "Competent with Merit" and "Competent with Distinction" based on their final score within a subject.

Marking Practices

- A learner's performance is scored against a scoring rubric, where all performance criteria are categorized into three different cognitive levels (higher order, knowledge and application), and weighted accordingly. Refer to "Scoring Details and Rubrics"

- The overall school-based score is composed of skills that are evaluated by the CBA, as well as interpersonal skills that are shown in detail in Assessment Scheme and Scoring Model - table 1. Wherever needed, based on the nature of the course, the CBA Model has the capability to accommodate Assessment Criteria that are of a General type. General Criteria are score boosters and have no impact on awarding or not the competency certificate; It is not compulsory that a course include General Criteria.
- Learners are assessed when they, and their teacher, have confidence that they are ready. This judgement is directly related to the learner's score and the achievement of all performance criteria. The link between score, performance criteria and learner's competency is shown in Assessment Scheme and Scoring Model.
- Failure to achieve at least one performance criteria within a subject will result in the learner being assessed as "Not Yet Competent" which will prevent the learner from achieving a competency certificate.
- If a learner scores less than 60%, but managed to achieve all Performance Criteria, he/she is granted a score of 60% and considered as Competent.

However, the CBA model does allow learners to resubmit evidences for the failed criteria as following:

- At the end of the term (EoT Resubmission): Score Improvement and Performance Criteria Achievement
 - If a learner achieves a final score of 60% and above, but did not successfully achieve ALL Performance Criteria, learner is assessed as Not Yet Competent, and he/she has to rework the unachieved Performance Criteria and resubmit Evidences of achievements. The newly submitted evidences are assessed and evaluated with a maximum score of "4", but no less than the original score of the previous submission.
 - -If ALL Performance Criteria are achieved, the overall score is updated and accordingly, learner is awarded Competent, Competent with Merit or Competent with Distinction for the designated course.
 - -If NOT, the course overall score is updated, however, the learner is still Not Yet Competent. He/she is given another chance by the End-of-Academic-Year to resubmit stronger evidences of achievement for the remaining Performance Criteria.

However, the CBA model does allow learners to resubmit evidences for the failed criteria as following:

- If a learner achieves a final score of less than 60% with at least one Performance Criteria not achieved, he/she has to rework the unachieved Performance Criteria and resubmit Evidences of achievements. The newly submitted evidences are assessed and evaluated with a maximum

score of “4”, but no less than the original score of the previous submission.

- If overall score is greater than 60%, and ALL Performance Criteria are achieved, the overall score is updated and accordingly, learner is awarded Competent, Competent with Merit or Competent with Distinction for the designated course. If at least one Performance Criteria is still not achieved, the course overall score is updated, however, the learner is still Not Yet Competent. He/she is given another chance by the End-of-Academic-Year to resubmit stronger evidences of achievement for the remaining Performance Criteria.
 - If NOT, but the course overall score did improve, the learner’s tracking sheet is updated with a maximum score of 60%, and the learner is graded as Competent or Not Yet Competent based on the Performance Criteria achievement status
 - If the course overall score did not improve, the learner’s tracking sheet is not updated, however, is given another chance by the End-of-Academic-Year to resubmit stronger evidences of achievement.
- At this stage of assessment, only scores of resubmitted Performance Criteria are updated. General Criteria and Interpersonal Skills Scores are not to be changed.
 - At the end of the Academic Year (EoY Resubmission): Performance Criteria Achievement
 - Students resubmit evidences for PCs that are not achieved
 - Students with score $\geq 60\%$ by EoT resubmission, are not eligible for score update. Only status of achieved Performance Criteria is updated.
 - Students with score $< 60\%$ by EoT resubmission and shown score improvement by EoY resubmission, are granted a score of 60% Max. Status of achieved Performance Criteria is updated.

Roles and Responsibilities

The Assessment Department and Curriculum Development Unit (CDU) will:

- Periodically examine samples of learners' work for all AT subjects
- Report findings and recommended actions to campus leadership by the end of each audit

The School Principal will:

- Administer this policy and monitor effective implementation.

The VP-Academic will:

- Develop – in association with teachers a range of assessment activities that meet the provided criteria based on the curriculum syllabus and content.
- Form internal panels of assessing teachers, who audit assessment activities, learners' work and assessment decisions to ensure that standards are achieved and to guarantee grading authenticity; an assessor cannot audit his/her own learners' work.
- Ensure that each learner has a portfolio where all the submitted evidences of the performance criteria are presented.

The Lead Teachers and Teachers will:

- Abide by all the procedures mentioned in this policy.

Scoring Model and Rubrics Details

Table 1: Competency Criteria

Final Score %	ALL Performance Criteria Achieved	At least One Performance Criterion NOT Achieved
<60%	Not Yet Competent	Not Yet Competent
<80%	Competent	Not Yet Competent
<90%	Competent with Merit	Not Yet Competent
≥90%	Competent with Distinction	Not Yet Competent

Table 2: Scoring Model

- Types of Performance Criteria as per their cognitive level and their weight:

Type of	All Performance Criteria Achieved
Application	High
Knowledge	Medium
Higher Order	Low

- Scoring Rubric: Performance Criteria

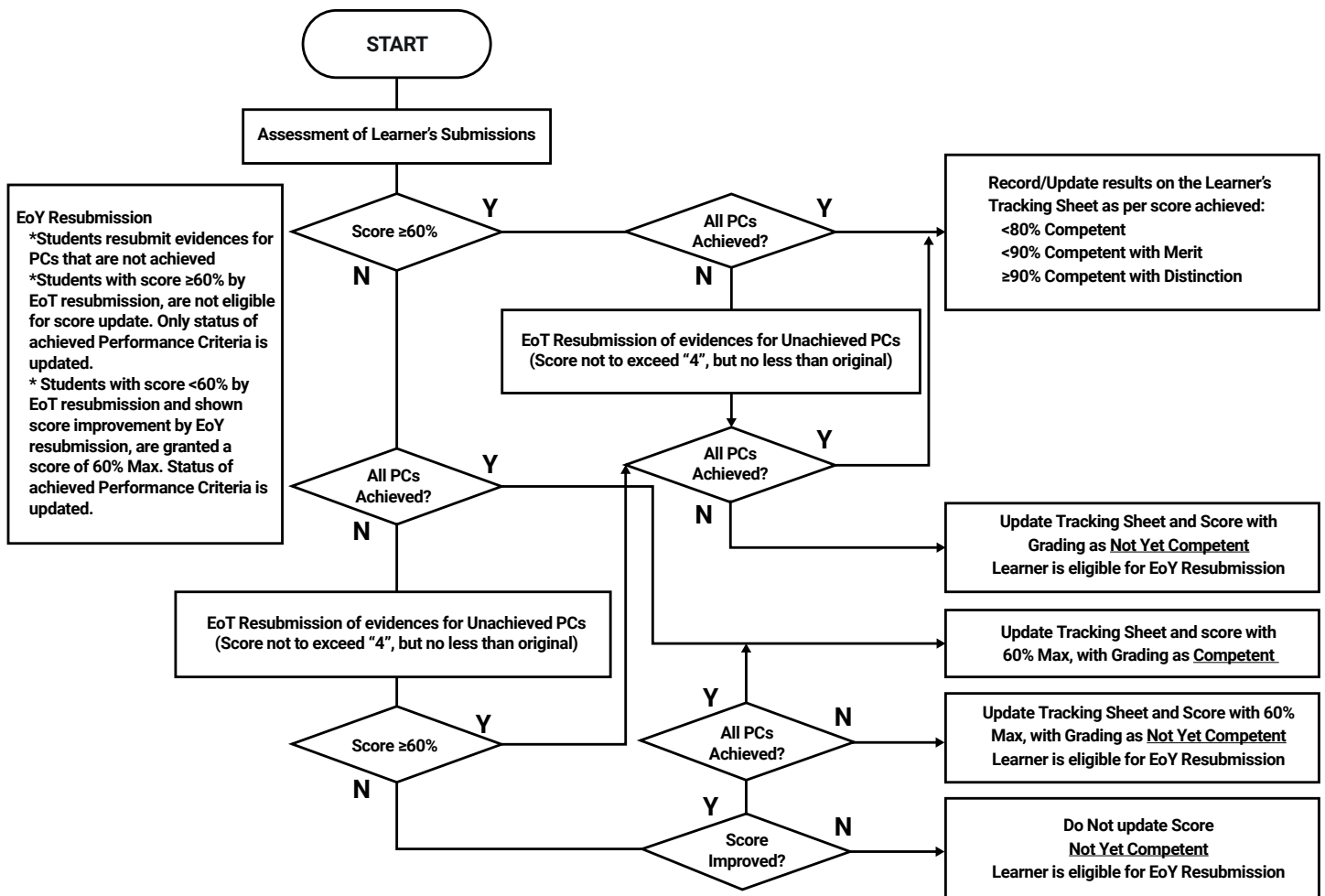
Performance Criteria*	Score	Rubric
Achieved	5	Student's work is meeting the requirements of evidence quality against the criteria identified in the unit of competency, by no less than 90%.
	4	Student's work is meeting the requirements of evidence quality against the criteria identified in the unit of competency, by no less than 80%.
	3	Student's work is meeting the requirements of evidence quality against the criteria identified in the unit of competency, by no less than 70%.
Not Yet Achieved	2	Student's work is approaching towards meeting the minimum requirements of the evidence quality to demonstrate competency. Work quality must be improved to be acceptable.
	1	Student submits evidence that lacks quality towards demonstrating competency against the criteria identified in the unit of competency.
	0	No evidence of completion submitted.

*A Performance Criteria is considered Achieved, only if learner scores 3, 4 or 5.

Interpersonal Skills	Exceeds Expectations	Meets Expectations	Working Towards Expectations	Below Expectations
	4 marks	3 marks	2 marks	1 mark
Teamwork	Consistently displays a positive attitude about the task and group work. Consistently carries out own tasks to achieve team goals.	Usually displays a positive attitude about the task and group work. Usually carries out own tasks to achieve team goals.	Sometimes displays a positive attitude about the task and group work. Sometimes carries out own tasks to achieve team goals.	Rarely displays a positive attitude about the task and group work. Rarely carries out own tasks to achieve team goals.
Leadership	Consistently displays leadership skills and is able to organize the team to achieve objectives. Demonstrates ability to coordinate team members.	Usually displays leadership skills and is able to organize the team to achieve objectives. Usually demonstrates ability to coordinate team members.	Sometimes displays leadership skills and is able to organize the team to achieve objectives. Sometimes demonstrates ability to coordinate team members.	Rarely displays leadership skills or coordinates team members.
Critical Thinking & Problem Solving	Consistently demonstrates critical thinking skills including observation, analysis, interpretation, reflection, evaluation, problem solving and decision making.	Usually demonstrates critical thinking skills including observation, analysis, interpretation, reflection, evaluation, problem solving and decision making.	Sometimes demonstrates critical thinking skills including observation, analysis, interpretation, reflection, evaluation, problem solving and decision making.	Rarely demonstrates critical thinking skills.
Innovation & Creativity	Consistently conceives new and original ideas that are relevant to the problem.	Usually conceives new and original ideas that are relevant to the problem.	Sometimes conceives new and original ideas that are relevant to the problem.	Rarely conceives new and original ideas that are relevant to the problem.
Attendance, Respect and Punctuality	Consistently punctual to class with excellent attendance. Consistently demonstrates respect for others.	Usually punctual to class with regular attendance. Usually demonstrates respect for others.	Sometimes punctual to class but with some unexcused absences. Sometimes demonstrates respect for others.	Rarely punctual to class with regular unexcused absences. Often disrespectful to others.

Consistently: >80% of the time; Usually: 50% – 80% of the time; Sometimes: 20% – 50% of the time; Rarely: < 20% of the time

Scoring and Awarding of Competency Certificate – Flow Chart



Policy 3.1.4: Standardized Tests

Purpose

The purpose of this policy is to ensure fair assessment that recognises students who achieve the minimum set score or higher of the standardized test, and outlines how results are integrated in students' final reports.

Policy Statement

The policy assures ATHS schools comply with standardized exams policies and ensure alignment of curriculum with international standards, college and university admission requirement, nationally and internationally.

Implementation Procedures

Tests help identify students' academic performance in an effort to assess their readiness for entry into post-secondary programs, known as the Recognition of Prior Learning (RPL). These tests are aligned with various college and university admission requirements.

G12 ATHS students are also set to take external tests as entry requirements for international higher education institutions. Student achievement on these international tests contributes to the EoY exam marks in the corresponding courses. The corresponding standardized tests are illustrated in table 1 below.

Table 1: Adopted Standardized Tests

Grade	ASP - Program	ADV - Program	GEN - Program
G9	Cyber C3	Cyber C3	Cyber C3
G10	AP Computer Science Principles Cyber C3 (for new intake)	Cyber C3 (for new intake)	Cyber C3 (for new intake)
G11	AP Physics C: Mechanics		
G12	AP Chemistry AP Biology / AP Statistics AP Research AP Physics C: Electricity & Magnetism EmSAT Exams	EmSAT Exams	EmSAT Exams

To assist students in improving their performance in standardized tests, ATHS schools utilize a sufficient number of periods within the curriculum pacing to allow practice on these tests. Moreover, training sessions will be conducted during SAPET program throughout the academic year to aid students who need extra practice.

ATHS will assume all costs associated with the first attempt to each test provided that students attend at least 80% of the required training sessions (attendance records shall be kept by VP-Academic) and they undertake these tests at IELTS/CollegeBoard certified centres, within the UAE only.

Students may attempt a test more than once (with the exception of Cisco CCNA-1) at their own expense provided that the highest official score is received by the last day of instructions in Term 3 of G12.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Assessment Department will:

- Quality assure the examination and grading procedures and ensure that they are conducted according to the examination policy and guidelines set by standardized tests.
- Compile data results in one unified spreadsheet and conduct initial statistics.

The Curriculum Specialists will:

- Ensure that the curriculum documents are aligned to international standards and uploaded to the LMS.
- Ensure content for training sessions is readily available to aid students who need extra practice.

The VP-Academic will:

- Develop mechanisms to provide extra practice sessions during SAPET for students.

The Students will:

- Sit for external tests as entry requirements for international higher education institutions.
- Attend all extra practice sessions.
- Participate in all learning activities including those online or in the lab required for the tests.
- Complete all assigned tasks on their own and return them to their teacher as evidence of their own achievement against the learning objectives.
- Consult with their teacher regarding any matter relating to extra support.

Policy History

Date Approved: September 2010

Date Revised: 2012, 2015

Date Revised: October 2022

For Review: 2025

Policy 3.1.5: Assessment Development

Purpose

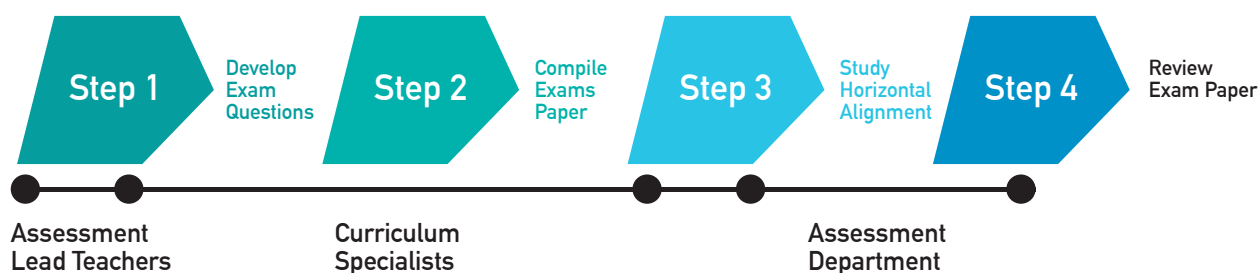
The purpose of this policy is to establish guideline on the development and quality assurance of the summative assessment.

Policy Statement

As part of its ongoing commitment to prepare graduates for international standards, ATHS and through its Assessment Department, is keen to ensure that students are properly exposed to authentic, valid, and reliable tests that ensure equity amongst all students and truly measure and reflect what is learned in class. Assessment tools are developed and tested for validity and reliability.

Implementation Procedures

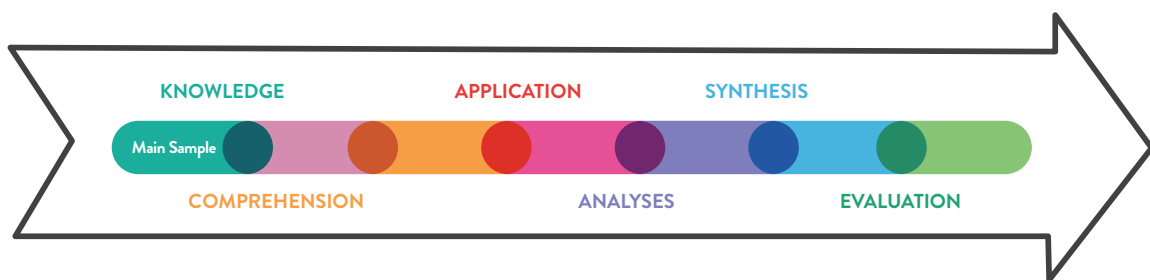
There are 6 steps to follow when developing system-wide quizzes and exams (as shown in the figure below). The process of exam development at ATHS begins with the assessment lead teachers of a particular subject writing questions and answer keys pertinent to the exam topics. The documents are then sent to the respective curriculum specialists who compile and edit all received documents, and then produce one final version of the exam. This version is shared with the Assessment Department for validity and reliability check. The Assessment Department aims at utilizing questions in system-wide quizzes and exams that cover different levels of cognitive domains. After the review, the exams are then finalized by the Curriculum Specialists on a word document then an online version is created and tested on SwiftAssess. A final review of the exams is done on SwiftAssess by the Assessment Department before it is published to students.



Exam Alignment

The Assessment Department carefully reviews the exams in terms of horizontal alignment between specific learning outcomes and exam questions through the corresponding alignment chart submitted with the exam.

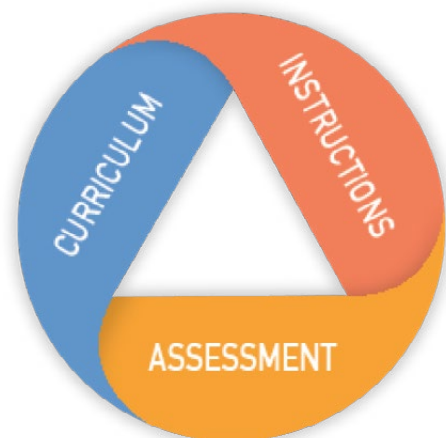
The Assessment Department believes that the different cognitive domains developed under Bloom's Taxonomy should be evident in the structure of questions forming all system-wide assessments. This will ensure raising the level of critical thinking and improve higher-order thinking skills of students. At ATHS, there is a firm belief that part of a successful student assessment ensues when Bloom's Taxonomies are taken into consideration. The Assessment Department is concerned with the six levels of intellectual abilities or cognitive domains. Those domains or categories are listed in order starting from the most simple to the most complex



Formatting and Language Issues

A unified template is used to produce summative assessment tools in all disciplines. The unified formatting includes paper size, font, spacing, figures, etc. This helps to ensure construct validity.

The Assessment Department tries to maintain a language that is error-free. Question sentences are often examined to ensure that they are grammatically correct.



Reliability and Validity

All ATHS assessments shall be both reliable and valid.

Reliability refers to the extent to which assessments are consistent. Reliability refers to the extent to which students' scores on tests are free from error of measurements. There are three types of reliability: Test-Retest, Alternate Form and the Internal Consistency type of reliability is frequently tested at ATHS.

Type of reliability	Description	How to measure it
Test-Retest	Consistency of results among different testing occasions	Give the same test twice, separated by days, weeks, or months. Reliability is stated as the correlation between scores at Time 1 and Time 2. This reliability works as long as no significant events that might alter students' performances on the second assessment occasion have taken place between the two testing occasions.
Alternate Form	Consistency of results among two or more different forms of a test	Create two forms of the same test (vary the items slightly). Reliability is stated as correlation between scores of Test 1 and Test 2.
Internal Consistency	Consistency in the way an assessment instrument's items function	Compare one half of the test to the other half. Alternatively, use methods such as Kuder-Richardson Formula 20 (KR20) or Cronbach's Alpha.

Validity, on the other hand, refers to the accuracy of an assessment – whether or not it measures what it is supposed to measure. Similar to reliability, validity has also three types and they are depicted in the table below.

Type of validity	Description	Example
Content Related	The extent to which an assessment procedure adequately represents the content of the curricular aim being measured.	A semester or term exam that only includes content covered during the last four weeks is not a valid measure of the course's overall objectives -- it has very low content validity.
Criterion Related	The extent to which scores on the test are in agreement with (concurrent validity) or predict (predictive validity) an external criterion.	If the end-of-year math exam in 9th grade correlate highly with the nationwide math tests, they would have high concurrent validity.
Construct Related	The extent to which an assessment corresponds to other variables, as predicted by some rationale or theory.	If you can correctly hypothesize that EAL students will perform differently on a reading test than English-speaking students (because of theory), the assessment may have construct validity.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Assessment Department will:

- Receive final assessment papers from the curriculum specialists.
- Review and publish the final examination papers.
- Review and publish the final online version of the exam

The Curriculum Specialist will:

- Write, review and finalize assessment papers and submit them to the Assessment Department.

The Assessment Lead Teacher will:

- Create assessment tools that are designed to measure the learners' acquired knowledge and skills based on ATHS learning outcomes.

Policy History

Date Approved: September 2008

Date Revised: 2012, 2015

Date Revised: October 2022

For Review: 2025

Policy 3.1.6: Data and Analyses

Purpose

The purpose of this policy is to outline the data analysis procedure to ensure effective utilization of students' results to monitor and develop their learning progress across ATHS schools.

Policy Statement

Three different stakeholders use assessment data to improve students' progress: curriculum specialists to review curriculum content, principals to help evaluate the effectiveness of schools' overall teaching and learning program and teachers to develop differentiated instructional strategies that lead to more effective student learning. Classroom teachers are responsible to prepare authentic tasks to evaluate students' ongoing progress; lead teachers, VP-Academic and School Principal are responsible to ensure authentic implementation of all tasks.

Implementation Procedures

Strategies for Statistical Analysis at ATHS

Since students' results are of quantitative nature, analysis is conducted using descriptive and inferential statistics. A descriptive study establishes only relations among variables. However, inferential statistics establishes causality among variables. Data at ATHS is analysed using several software applications that are designed for statistical analysis; specifically the Statistical Package for Social Sciences (SPSS), STATISTICA, Minitab, and Microsoft Excel. The statistical tests that are usually carried out at ATHS are explained below:

- Descriptive:
 - Mean: The mean is the arithmetic average.
 - Standard Deviation (SD): The standard deviation is a measure of the variability of a set of scores around their mean. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the SD is smaller than it would be with a more diverse group and a higher deviation from the mean.
- Inferential:
 - Correlation and Correlation Coefficient: Correlation refers to the extent that two variables are related. If high scores on one variable are related to high scores on the second variable, the relationship is positive. The correlation coefficient ranges from -1.00 (perfect negative relationship) to +1.00 (perfect positive relationship). A zero correlation indicates no relationship between the two variables. Most correlations of test scores and measures of academic success are positive. The correlation coefficients indicate how well the various predictors relate to performance in school. The higher the correlation, the better the prediction.

- **Independent t-Test:** The t-test assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever a comparison between the means of two groups is needed.
- **Paired t-Test:** The paired t-test is commonly used to compare scores of a sample group before and after a certain intervention or treatment.
- **ANOVA Test:** ANOVA is an analysis test of the variation present in an experiment among three groups or more. It is a test of the hypothesis that the variation in an experiment is no greater than that due to normal variation of individuals' characteristics and error in their measurement.
- **Post-hoc Test:** Post hoc tests are designed for situations in which the researcher has already obtained a significant difference in three or more means and additional exploration of the differences among means is needed to provide specific information on which means are significantly different from each other.
- **Z-value:** The Z-value is the standard score which indicates how many standard deviations a datum is above or below the mean. It is a dimensionless quantity derived by subtracting the population mean from an individual raw score and then dividing the difference by the population standard deviation.
- **Reliability:** Reliability is the extent to which a test consistently measures student responses. For scaled scores, a reliability coefficient of 1.00 indicates a perfectly reliable test. At ATHS, exams marked by SCANTRON machines are studied in terms of consistency (reliability).

The Assessment Department publishes result analysis after each examination period and provides sufficient data to guide teachers to the areas of improvements in each subject area.

The Assessment Department publishes annual reports that detail students' results and their performance in different subjects. In addition, it provides recommendations for further development.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Assessment Department will:

- Compile data and conduct statistics and create annual assessment report.

The Curriculum Specialists will:

- Utilize assessment reports to review and develop curriculum documents.

The VP-Academic will:

- Use the assessment data to follow up students' progress.

The Lead Teachers and Teachers will:

- Utilize assessment data to create individual student support plan.

Policy History

Date Approved: September 2008

Date Revised: 2012, 2015

Date Revised: October 2022

For Review: 2025

Policy 3.1.7: Promotion

Purpose

The purpose of this policy is to set the criteria for promoting students within the ATHS schools and outline the eligibility for makeup and resit of exams.

Policy Statement

Students in ATHS schools may be promoted to the next level conditional on the number of credits passed. The policy is outlined by the credit system.

Implementation Procedures

The promotion policy at ATHS schools is based on a credit system as stipulated below:

- Year based courses (Core and Cluster) are considered as three credits.
- Term based courses (Applied Engineering in Advanced and all Vocational courses in General) are considered as one credit.

G09 ATHS subject assessment helps prepare the ground for the more academically challenging curriculum of the upper secondary school years.

Any student who fails 12 credits or more will be granted a conditional resit and whatever the results, the student will be requested to transfer to other schools outside the ATHS system. Students failing 1-11 credits will be eligible for a resit in the subjects that they failed.

Repeating Students

Once students move into G09 in both ATHS schools, institutional and demographic considerations demand maximum retention. A chance to repeat G11 and G12 at ATHS becomes necessary to protect the investment expended on those students. Students' repeat policy is stipulated below:

- A re-admission committee comprising of the school Principal, Vice Principals (Academic and Operation), a lead teacher, and the Student Support Services Coordinator reviews each case and recommends students who are fit for readmission. The committee's decision should be based on the academic records as well as the outcome of a preformatted interview with each student and his/her guardian.
- Only students who have failed a maximum of two courses are eligible for a repeat.
- Only G11 and G12 students are allowed to repeat a year.
- Only one repeat is permitted per student for the entire duration of study at ATHS schools.
- A repeating student will be under probation during the repeated year. Probation guidelines are to be stipulated by the High School System Committee (HSSC).

Make-up and Re-sit Exams

Re-sit exams are provided to give students the opportunity to pass courses after initially failing to achieve the base mark. Remedial assistance is provided to students when needed to encourage academic support. Make-up exams are offered for eligible students only. The procedure by which Re-sit and Make-up exams are carried out is stipulated below

Eligibility

A student is considered eligible for a re-sit if s/he has failed one to three core subjects as determined by the course final marks. On the other hand, a student who fails more than three subjects shall be transferred to another school within the UAE

A student is eligible for a Make-up exam upon approval of school Principal based on an official justification the necessity for one. Failing this, a zero will be assigned as a mark for the corresponding exam which was missed

Remedial

The remedial program is intended to assist students in areas where they face difficulties. These programs days and cover topics selected by the curriculum specialists and communicated to schools/ 7-2 run for students. Such topics are deemed fundamental knowledge for the promotion of average students to the next grade level

Make-up/Resit Exams

Make-up exams pertinent to year-based courses are conducted at the beginning of the following term and at the same time as the re-sit exams at the end of the year. For term-based courses, however, make-up exams (competency exams) are conducted on a term basis. In this case, the student is required to sit for the part s/he has missed (practical and/or knowledge). Make-up exams cover the same material as that of the exam which was missed

Re-sit exams are conducted following the remedial program and cover selected topics from the academic year. A student sitting for a re-sit competency exam must take both parts of the exams (practical and knowledge) regardless of the part the student originally failed in

Marks

as the final mark on the respective 60 If a student passes the re-sit exam, s/he shall receive a score of course. School-based and all other exam marks in that respective course are then considered irrelevant If a student is sitting for a make-up exam, that exam mark will substitute the EoT/EoY exam mark of the course s/he has not completed. The course final mark will be calculated accordingly in this case Any student who misses a make-up/re-sit exam receive a zero, unless otherwise approved by the DHSS A student who has a make-up/re-sit will not be included in the Honor/Merit lists. Curving scores does not apply to make-up/re-sit

Student Certificates

The structure, contents, and assessment schemes addresses the two components of the curriculum; the knowledge for analytical skills and the work skills, reflected in the academic core and the cluster courses, correspondingly. The analytical skills fulfill the secondary education requirements, while the work skills prepare the student for employability. Therefore, each certificate includes two reports: the first one shows the student's achievements in the core courses, and thus should be regarded as the equivalent to the general secondary certificate; the other report reveals the record of the student's completion of cluster courses.

Roles and Responsibilities

The School Directorate will:

- This policy and monitor its effective implementation.

The Principal/VP-Academic will:

- Submit a list of students eligible for repeating the year at the beginning of the new academic year for approval by the Managing Director.
- Oversee the administration of the make-up/re-sit exams in the school and report the grades to the Assessment Department.
- The Students eligible for a makeup or re-sit will:
- Make themselves available to attend the remedial program as timetabled by their schools prior to the makeup and re-sit exam.

Policy History

Date Approved: September 2010

Date Revised: 2015 ,2012

Date Revised: October 2022

For Review: 2025

Policy 3.1.8: Remedial

Purpose

The purpose of this policy is to establish a comprehensive system that identifies and supports students with academic challenges that hinder their learning progress, in order to help them achieve their full potential. This policy aims to ensure that all students have equal access to quality education and opportunities for academic success.

Policy Statement

All academic staff in ATHS schools are expected to use a variety of measures, including formative and summative assessments, attendance records, and other relevant data points, to identify students who are struggling academically and may need additional support. The identification process should be based on multiple measures of academic performance and other relevant data points, in order to provide a more accurate and holistic picture of each student's academic needs.

Rationale

The remedial support policy is grounded in the belief that every student can succeed with the appropriate resources and support. As such, the policy seeks to provide targeted and individualized support to students who may be struggling academically, in order to help them achieve their full potential.

Remedial support is an essential component of a comprehensive education system that aims to provide all students with equal opportunities to learn and succeed. It aligns with the ATHS vision to produce the scientists, engineers and technicians needed for the UAE to build a knowledge-based economy. By ensuring that all students have access to the resources and support they need to succeed academically, we can help to foster a culture of academic excellence and equip students with the skills and knowledge they need to thrive in the 21st century.

Implementation Procedures

Schools shall provide two different support programs to students who require extra assistance based on their academic performance: The remedial support program and the Individual Learning Support Program (ILSP).

The remedial support program is designed to provide support to students who are at risk. A point system is used to identify at-risk students based on their academic performance, attendance, behavior, and other relevant factors.

The point system is described as follows:

- Students who score between 40% and 60% in a summative assessment will receive 1 point.

- Students who score between 20% and 40% in a summative assessment will receive 2 points.
- Students who score below 20% in a summative assessment will receive 3 points.
- Students who have an attendance rate between 80% and 95% will receive 1 point.
- Students who have an attendance rate between 70% and 80% will receive 2 points.
- Students who have an attendance rate less than 70% will receive 3 points.
- Students who have not submitted 1 assignment will receive 1 point.
- Students who have not submitted 2-3 assignments will receive 2 points.
- Students who have not submitted more than 3 assignments will receive 3 points.
- Students who accumulate 5 or more points will be identified as at-risk and will be required to attend remedial classes.

The remedial support program will provide differentiated instruction and support to students based on their individual needs, such as additional classroom support, tutoring, or other interventions as needed.

On the other hand, the ILSP is designed to provide intensive support to students who are at risk of failing four or more core subjects. This program is developed in collaboration with teachers, parents, and students and includes individual or small-group tutoring, additional classroom support, or other interventions as needed. The ILSP will provide one-to-one support and closer follow-up to students who are struggling academically.

In addition to the remedial support program based on the point system, the school will also offer a support program for all students, called the Saturday Academic Program for Enrichment and Tutoring (SAPET). The SAPET program is designed to provide additional academic support to all students, regardless of their academic performance. The program will be held twice a term on weekends, giving students the opportunity to receive extra help and guidance outside of the regular school week. This program will provide students with a chance to reinforce their understanding of class material to help each student reach their full academic potential.

The remedial sessions can take place during the second break, self-learning periods, after school, or during SAPET and are required to be a minimum of 25 minutes long. The teacher will coordinate with the concerned students on a remedial time and venue.

Attendance for all remedial sessions has to be recorded. Assigned SAPET teachers shall take attendance on a SAPET attendance sheet which will be uploaded on the shared folder of the department for the teachers' information.

Remedial procedures shall take place as follows:

- Each teacher shall filter the list of concerned students from his/her respective class roster.
- Lead teachers will create an individual teacher folder inside the department shared folder under the name 'Teacher name-Remedial Students'.
- Inside the 'Teacher name-Remedial Students' folder, teachers are expected to create a folder for each concerned student and name it as 'Grade_Section_Subject_Student_Name'. An excel sheet will be used to track each student's attendance.
- Enrichment worksheets and supporting documents will be included in the respective concerned student's folder.

Ongoing Monitoring and Evaluation

To ensure that the remedial program is effective and meeting the needs of all students, ongoing monitoring and evaluation are essential. The monitoring and evaluation process will be data-driven and involve regular assessments of student progress, as well as feedback from teachers, students, and parents.

The school will establish a system to collect data on student progress, attendance, and participation in remedial sessions. This data will be used to evaluate the effectiveness of the program and make any necessary adjustments. The ILSPs will be regularly reviewed and updated to ensure that they are meeting the needs of individual students.

In addition, the school will conduct regular surveys and focus groups with teachers, students, and parents to gather feedback on the remedial program. This feedback will be used to identify areas of strength and improvement, and to make any necessary changes to the program.

The school will appoint a remedial program coordinator who will oversee the ongoing monitoring and evaluation process. The coordinator will work closely with teachers to ensure that the program is being implemented effectively and that students are making progress.

The results of the ongoing monitoring and evaluation process will be communicated to school administrators, teachers, students, and parents on a regular basis. This will ensure that everyone is aware of the progress being made and any changes being made to the remedial program.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The VP-Academic will:

- Coordinate and facilitate the development of the Remediation and SAPET schedules.
- Establish, monitor and report the ILSP progress at their schools.

The VP-Operations will:

- Monitor the student's records in attendance and participation.
- Take action and implement regulations for students that fail to attend.

The Lead Teachers will:

- Lead the delivery of remedial and enrichment programs as appropriate.
- Provide leadership and ongoing support to the staff to improve teachers' ability to identify students with learning difficulties.
- Monitor and follow up ILSP implementation at the student level.
- Report the implementation of the policy within the classroom.
- Shall keep records of the remedial plan of each department

The Teachers will:

- Identify and support their students to improve their progress.
- Make every effort to meet the specific learning needs of students.
- Identify struggling students to enroll them in the ilsp.
- Follow up students' progress and report their performance.
- Document student attendance and report students that fail to attend.

The Students will:

- Complete required number of remediation sessions and enrichment worksheets.
- Make every effort to improve their work.
- Improve their student habits.
- Discuss with their parents / guardians ways that they can improve their grades.

Policy History

Date approved: September 2011

Date Revised: June 2021

Date Revised: October 2022

Date Revised: April 2023

For Review: 2025

Policy 3.1.9: Student Attainment Policy

Rationale

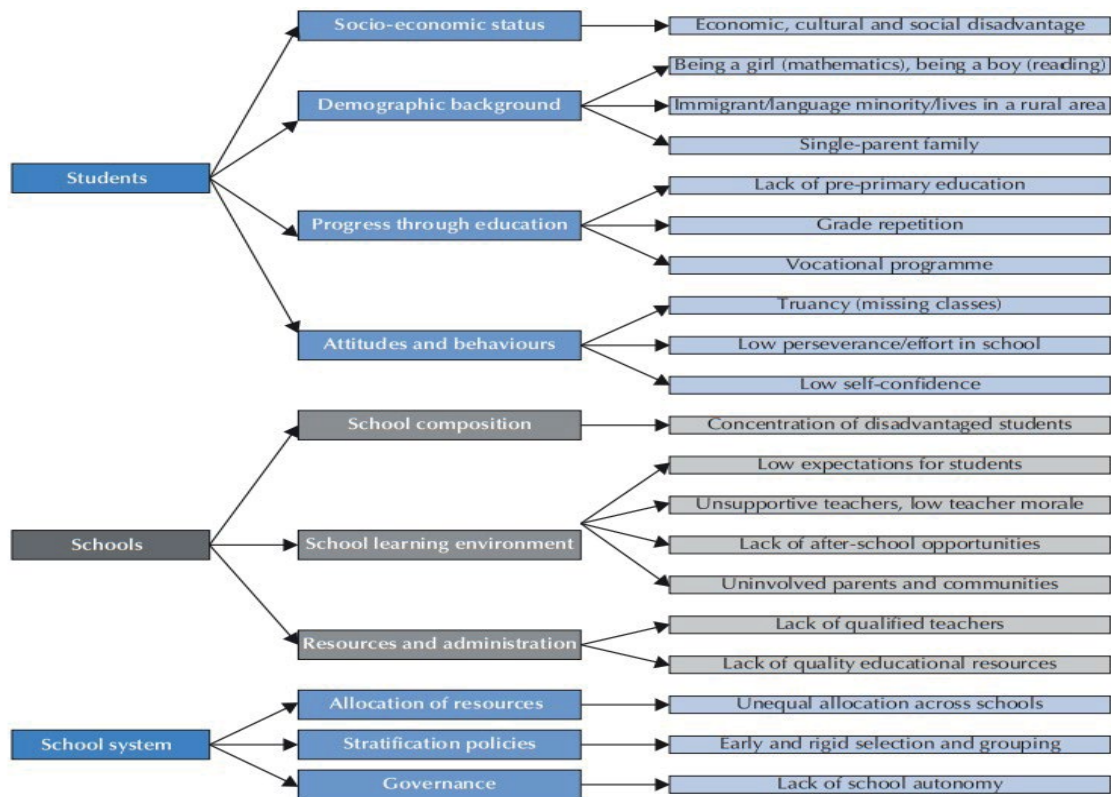
This policy is aimed at creating clear provisions for students who are achieving either well below the curriculum expectations (under-achieving students) and those students who are achieving well above the curriculum expectations (gifted and talented students), and describe the guidelines that will be undertaken by the school to support and challenge students based on their individual learning needs, and quickly reduce the number of low-performing students.

Objective

Our objective is to ensure that each student is academically supported and challenged by all stakeholders (parents, teachers, school counsellors, administration staff) so that they are given the opportunity to meet/go beyond curriculum expectations. In order to meet the needs of our students at ATHS, we:

- Identify those students who are under-achieving and those who have gift and talents as early as possible
- Provide additional support/challenge when a child is identified
- Use a variety of teaching styles and cater for different learning styles to allow under-achieving student to access the curriculum and over-achieving students to be challenged well beyond curriculum expectations
- Use resources to effectively support/challenge students
- Assess and keep records of the progress of all groups of students
- Inform and involve the parents of under-achieving students so that we can work together to support our students
- Provide ongoing training for all staff to better support the learning needs of all groups of students

Risk Factors of Low Performance Identifying Process



Gifted & Talented Students

In general, a gifted and talented student is one who has the potential to achieve significantly above average for a student in their grade level. This may be in one or two subjects or across the board academically. As every student is unique, it is important that we use a range of strategies to identify these students. Many will be quantitative such as performances in formative and summative assessments, but it is also important to use qualitative 'clues' to identify students who might be able but underachieving.

Quantitative Descriptor: Students who achieve 90% or higher average in core subjects in any of term 1,2 or end of year assessments

Qualitative Descriptor: It is important that teachers identify students who are particularly gifted and talented in their subjects. These students should be raised at departmental meetings and the Lead Teacher should pass details to the VPA.

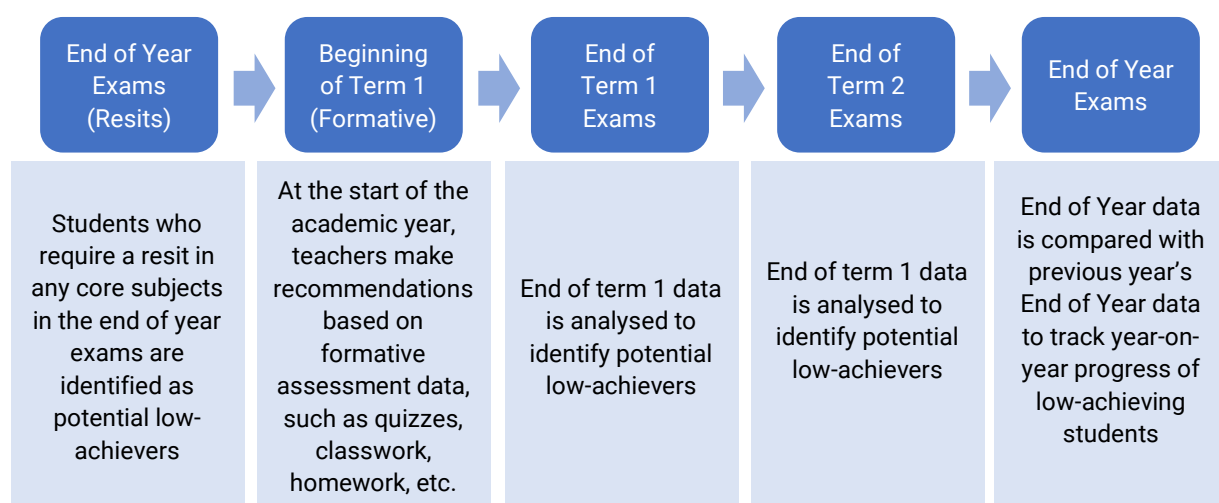
Provisions for supporting Low-Achieving Students

- Low achieving students to go on an Individualized Learning Support Plan (ILSP) to set termly learning targets

- Termly meetings with parents, student and teacher to discuss achievements, areas for improvement and barriers to learning
- Weekly SAPET remedial sessions to support students in all core subjects
- Provision of relevant age-appropriate learning objectives with corresponding tiered success criteria in all lessons to meet the learning needs of all groups of students to support scaffolded instructions
- Regular formative assessment in lessons to enable teachers to provide bespoke feedback to students

Provisions for Gifted and Talented Students

- Students benefit from a wide range of academic co-curricular clubs and extension activities, an enrichment offering that is provided to all students within the school
- Provision of relevant age-appropriate learning objectives with corresponding tiered success criteria in all lessons to meet the learning needs of all groups of students to ensure appropriate challenge is provided for gifted and talented students
- It is expected that all academic teaching staff set tasks that are appropriately challenging for each member of a class, differentiating to stretch the most able
- Regular formative assessment in lessons to enable teachers to provide bespoke feedback and challenge to students
- Each year, academic subjects organise a number of trips, lectures, workshops, and career advice sessions. Gifted and Talented students are encouraged to take part in these, especially if in an area where they show particular ability



Monitoring Outcomes

The outcomes of low-achieving students and those with gifts/talents will be regularly monitored throughout the academic year, not only to provide them with bespoke support/challenge that best meet their needs, but also to ensure that their accelerated progress enables low-achieving students to meet curriculum expectations, and gifted and talented students achieve beyond grade-level curriculum expectations within one academic year.

Students' outcomes are monitored by regularly reviewing:

- The ISLP targets termly or as needed
- Feedback from teachers on their academic progress
- Feedback from school counsellor on academic and behavioural progress
- Feedback from parents
- Attainment and progress trackers

Evaluating Success

The school's policy is kept under regular review and evidence regarding progress is collected and analysed so that further improvement plans can be implemented where appropriate, to improve learning skills and abilities of all groups of students.

ATHS conduct regular informal learning walks and formal lesson observations to measure effectiveness of provisions and implementation of strategies, including the effective use of ILSP in the classroom.

Internal and external assessment regularly analysed to measure academic progress of all groups of students, including those deemed as low-achieving students.

Roles and Responsibilities

The role of the Principal & Academic Vice Principal

1. Conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement
2. Develop and implement a comprehensive and strategic education improvement plan that supports/challenges all students meeting/exceeding curricular expectations
3. Ensure that all staff receive the support they require so that approaches to teaching and learning that support/challenges all students meeting/exceeding the curriculum expectations are embedded within their practice
4. Provide an annual programme of continued professional development for all staff at all levels across the school
5. Ensure that assessment practices (formative and summative) are rigorous, robust and effective in accurately assessing students' attainment against curriculum expectations
6. Develop an attainment and progress tracker that effectively identifies all groups of students
7. Apply a rigorous system of monitoring and review to track and inform revisions to strategic plans
8. Conduct timely lesson observations to measure the effectiveness of teaching and learning practices to support under-achieving students accessing the curriculum and challenging gifted and talented students achieving well beyond the curriculum expectations

The role of the Lead Teacher

1. Provide weekly departmental continued professional development for staff
2. Review attainment and progress trackers to all groups of students
3. Conduct weekly learning walks to measure the effectiveness of teaching and learning practices to support/challenge student groups
4. Provide tailored feedback and support to better equip teachers with the skills to support/challenge students
5. Regularly contact parents to inform on academic performance

The role of the Class Teacher

1. Assess, evaluating and reporting on students' progress
2. Provide a safe, welcoming and motivating environment for learning
3. Work closely and parallel with other professionals
4. Plan whole class, group and individual instructions and delivering them
5. Incorporate any needed modifications and accommodations to maximise their students' achievement

6. Take part in the development of the Individualised Learning Support Plan (ILSP) and its progress review
7. Implement goals set in the ILSP
8. Manage information about students and communicating this information to the Lead Teacher and VPA
9. Review attainment and progress trackers to identify all groups of students
10. Highlight any particular student they consider to be low-achieving/gifted and talented who are not currently flagged in the school system

The role of the School Counsellor

1. Regularly contact parents to inform on academic and behavioural performance
2. Regularly meet with student to check in on wellbeing & non-academic barriers to learning
3. Feedback to teachers on relevant student information.

The role of the Parents

1. Be proactive and involved in their student's education
2. Engage in ongoing dialogue and respond to advice and recommendations
3. Attend meetings to discuss their child's progress, targets and support

The role of the Student

1. To know and work towards their targets and set high expectations of themselves
2. To be honest about their learning
3. To come to school prepared and ready to learn
4. To try their hardest in all they do at school
5. To engage with target setting, self-assessment and all learning experiences

Policy History

Date approved: September 2011

Date Revised: June 2021

Date Revised: December 2022

Date Revised: April 2023

For Review: 2025

Policy 3.1.10: SAPET

Purpose

The purpose of this policy is to ensure the development of students' academic, social and personal skills outside of the class environment.

Policy Statement

The Saturday Activity Program for Extra-Curricula and Tutoring (SAPET) program is established to explore and capture the talent and creativity of students. The program intends to deliver remedial sessions to students at the school thereby refraining from tutoring outside of class. It also provides an opportunity for students to unleash their energy through extracurricular activities.

Implementation Procedures

VP-Academic in collaboration with campus staff, develops a schedule for SAPET activities and shares it with students. Standardized external exam and admission tests are scheduled during SAPET. Teachers are assigned to at least two SAPET duties per term to assist in invigilating or supervising attending students. Remedial sessions during SAPET are mandatory for failing students. Other students are free to register and attend sessions for extra support. Attendance is recorded for different grade levels and followed up on by the student services department. Parents of the failing students who did not attend SAPET are notified. Students should be given an academic warning letter if they fail to attend SAPET two times.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The VP-Academic will:

- Establish, monitor and report the SAPET at their schools.

The VP-Operations will:

- Be available during SAPET to supervise students and record attendance.

The Teachers will:

- Encourage students to join the program and record their attendance in sessions.
- Instill values and a love of learning during SAPET thereby creating a positive learning environment.

The Students will:

- Register for specific courses where they need additional support.
- Attend mandatory sessions (remedial and ILSP)
- Fulfill the requirements of the session.

Policy History

Date approved: September 2011

Date Revised: June 2021

Date Revised: October 2022

For Review: 2025

Policy 3.2.1: Language of Instruction

Purpose

The purpose of this policy is to establish the use of English language as the main medium of instruction in all ATHS schools.

Policy Statement

ATHS schools aim to develop students' linguistic skills through the focus on English as a medium of instruction, since it is the modern language of industry and technology. In addition, Modern Standard Arabic is used in Arabic, Islamic and Social Studies lessons.

Implementation Procedures:

The development of the students proficiency in the English language is enforced at ATHS schools through the development of its curricula, resources and assessment to only contain instructions in the English language. It is a requirement that all students and staff adopt the English language as the main medium of instruction and communication. The only exception to this is the communication and instruction within the Arabic, Islamic and Social Studies classrooms and related projects or assessments.

In order to ensure compliance with this policy, the HR department, schools' principals, vice principals and lead teachers must jointly evaluate teaching to guarantee language proficiency and the staff and students adherence to the policy.

This high level of proficiency in the English language is a set requirement for:

- Confirmation of staff's probation.
- Positive classroom observations for teachers.
- Student admission exams.
- Formative and summative assessments.
- Graduation of students (i.e., IELTS, EmSAT).

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Human Resource Department will:

- Ensure that academic staff in ATHS schools achieve a minimum band score of 7.0 on the Academic IELTS exam except for teachers of Arabic, Islamic and Social Studies.

The Curriculum Specialists will:

- Provide training to enhance the capacity of teachers to teach ELL students

- Plan cross curricular activities and projects that enhances student’s proficiency in both languages by presenting work and expressing understanding of various concepts.

The School Principals will:

- Oversee and monitor the implementation of the policy within the classroom.

The Lead Teachers will:

- Provide leadership and ongoing support to the staff to improve teachers’ ability to teach second language learners.
- Provide support for Arabic teachers to utilize Modern Standard Arabic in the Arabic spoken subjects.
- Monitor and report to the principal the implementation of the policy at all levels within the classroom.

The Teachers will:

- Use English as a medium of instruction inside and outside the classroom except for Arabic, Islamic and Social Studies.
- Use Modern Standard Arabic inside the classroom if they teach Arabic, Islamic and Social Studies.

The Students will:

- Use the English language in their communication inside and outside the classroom except for work related to Arabic, Islamic and Social Studies.

Policy History

Date approved: September 2011

Date Revised: June 2021

Date Revised: October 2022

For Review: 2025

Policy 3.2.2: Curriculum Development and Review

Purpose

The purpose of this policy is to facilitate an institutional approval process for all curriculum revisions by specifying what type of approval is needed, at what stage in the process, and who has the authority to grant the approval. In addition, it ensures that the curriculum change process allows for input from all concerned stakeholders and simultaneously serves the schools’ mission and objectives.

Policy Statement

Curriculum changes are classified into four types according to the level of complexity, resources needed, scope of the change, and possible effect on the schools’ mission. The four levels of changes are as follows:

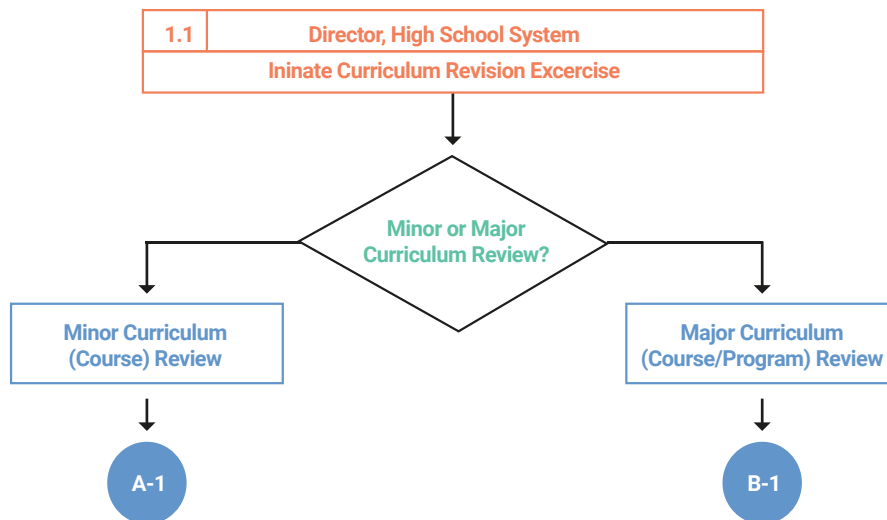
- Level (1): Changes concerning General Requirements (non-specialization) Courses.
- Level (2): Minor Curriculum Changes – include routine changes that affect the ATHS schools, and are needed to resolve an implementation problem/bottleneck, as a result of benchmarking, or to respond to change(s) in academic standards and/or accreditation requirements. These changes are approved by the DHSS.
- Level (3): Major Curriculum Changes – include substantial changes that may affect curriculum credit hours, learning outcomes, or demand more resources, etc. These changes are forwarded to the MD due to their scope and level of impact.
- Level (4): Program Changes – include changes that may impact the school’s mission and objectives, require capital investment, etc. These are deliberated at the level of the Board of Trustees level due to their potential impact on the schools’ mission.

The curriculum development and review cycle is outlined in the figure below.



Implementation Procedure

The DHSS initiates minor and/or major curriculum review for course(s) and/or program(s) as part of the ATHS schools' continuous improvement to enhance the quality of its course(s) and/or program(s) so that they are responsive to changes in the industry and national requirements.



Minor Curriculum (Course) Review - (A-1)

2.1 Senior Manager, Curriculum Development Unit (Schools) should submit the composition and Terms of Reference of the Curriculum Review Work Group (Course) to DHSS for approval.

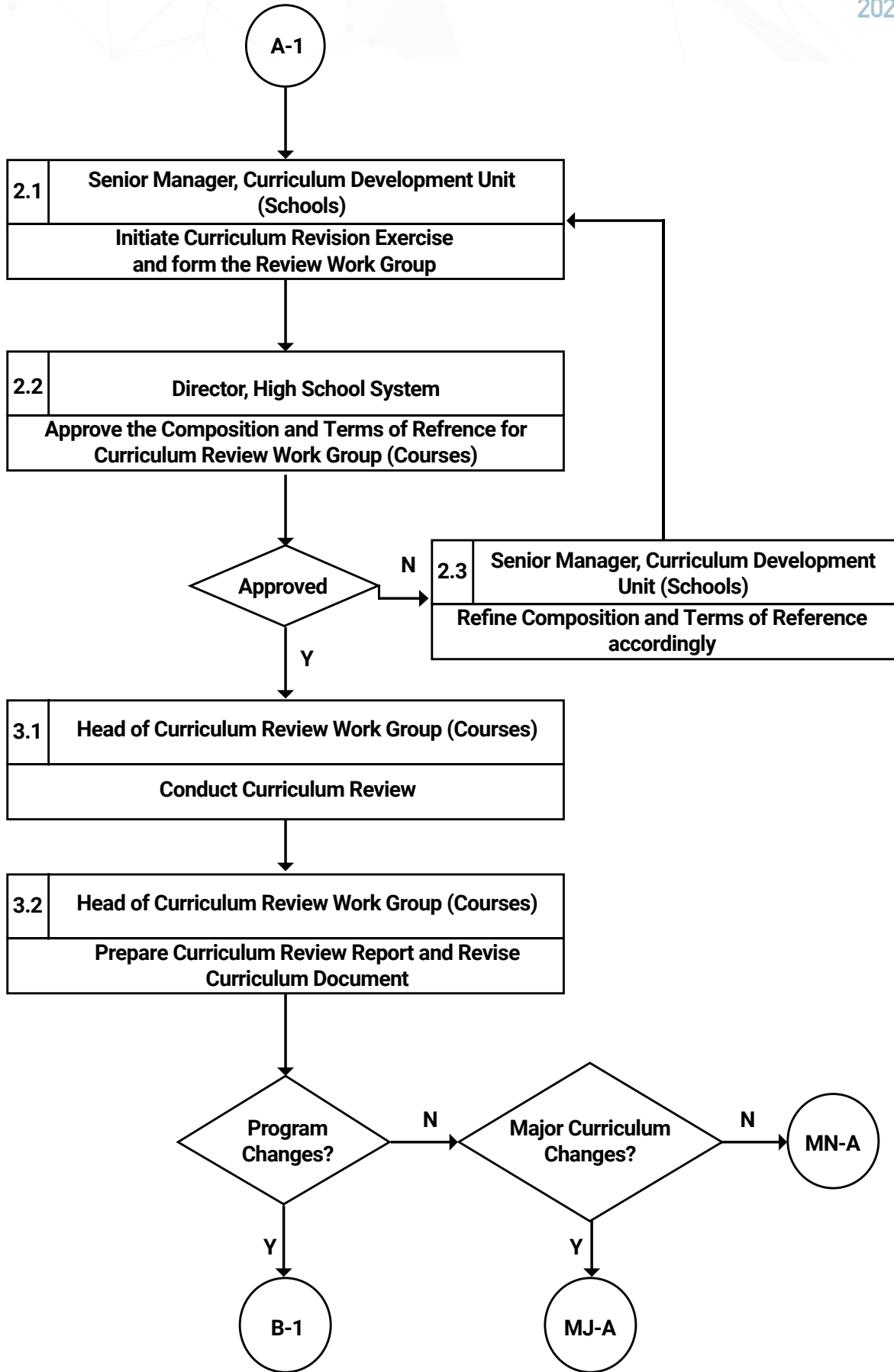
2.2 DHSS reviews the composition and Terms of Reference for the Curriculum review Work Group (Course). If they are acceptable, approval is granted. Otherwise, feedback has to be provided for necessary refinement and follow-up by Senior Manager, Curriculum Development Unit (Schools).

2.3 Senior Manager, Curriculum Development Unit (Schools) refine composition and Terms of Reference for Curriculum Review Work Group (Course) in accordance to feedback provided by DHSS.

3.1 Head of Curriculum Review Work Group (Course) provides the necessary leadership for the effective conduct of activities (Work Group meetings, Focus Groups Discussions, etc.) pertaining to the review of the course curriculum. All minutes of meetings and relevant documents for activities conducted are to be created and filed as quality records.

3.2 Head of Curriculum Review Work Group (Course) ensures that the Curriculum Review Report (with recommendations for improvement) and all updated Curriculum Documents (in accordance to the standardized format) are prepared promptly.

*The Minor Curriculum (Course) Review is further detailed in figure A-1.



Minor Curriculum Changes in minor curriculum (Course) Review (MN-A)

4.1 Head of Curriculum Review Work Group (Course) submits Curriculum Review Report and revised Curriculum Document to Senior Manager, Curriculum Development Unit (Schools) for endorsement.

4.2 Senior Manager, Curriculum Development Unit (Schools) reviews Curriculum Review Report and revised Curriculum Document. If the Curriculum Review Report and revised Curriculum Document are acceptable, they are to be endorsed and submitted to the High School System Committee for approval. Otherwise, feedback has to be provided for necessary refinement and follow-up by Curriculum Review Work Group (Course).

4.3 Head of Curriculum Review Work Group (Course) leads in making the necessary refinement and follow-up in accordance to the feedback provided by Senior Manager, Curriculum Development Unit (Schools).

5.1 Senior Manager, Curriculum Development Unit (Schools) submits endorsed Curriculum Review Report and revised Curriculum Document to High School System Committee for approval.

5.2 High School System Committee reviews endorsed Curriculum Review Report and revised Curriculum Document. If the endorsed Curriculum Review Report and revised Curriculum Document are acceptable, approval is granted for the implementation of the revised course curriculum. Otherwise, feedback has to be provided for necessary refinement and follow-up by Senior Manager, Curriculum Development Unit (Schools).

5.3 Senior Manager, Curriculum Development Unit (Schools) makes the necessary refinement and follow-up in accordance to the feedback provided by the High School System Committee.

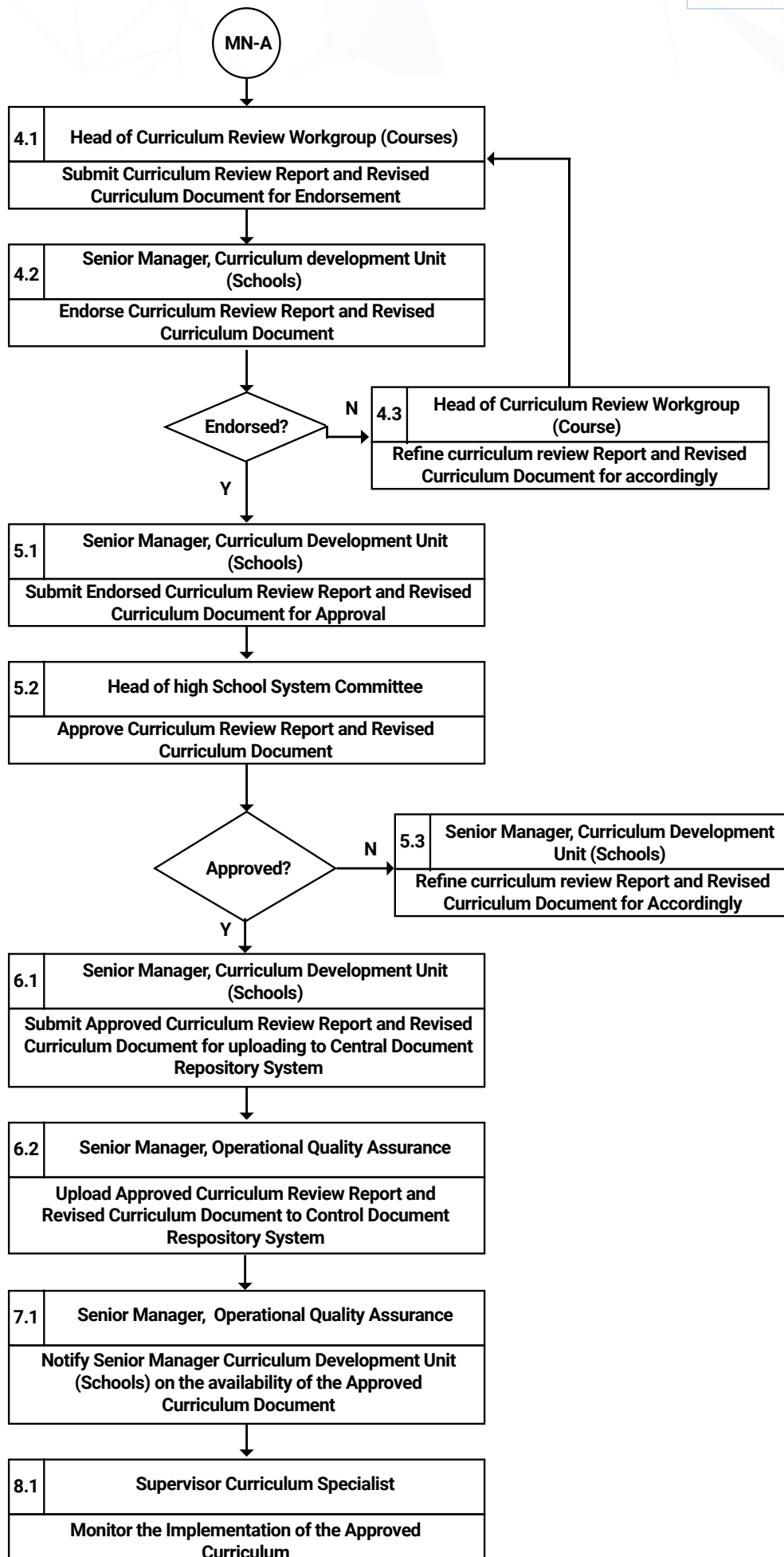
6.1 Senior Manager, Curriculum Development Unit (Schools) submits the approved Curriculum Review Report and revised Curriculum Document to Senior Manager, Operational QA for uploading to Central Document Repository System.

6.2 Senior Manager, Operation QA uploads approved Curriculum Review Report and revised Curriculum Review Document to Central Document Repository System.

7.1 Senior Manager, Operational QA notifies Senior Manager, Curriculum Development Unit (Schools) on the availability of the approved Curriculum Review Report and revised Curriculum Document on Central Document Repository System.

8.1 Supervisor, Curriculum Specialist monitors the implementation of the approved revised course curriculum.

*Minor Curriculum Changes in minor curriculum (Course) is further detailed in figure MN-A.



Major Curriculum Changes in minor curriculum (Course) Review (MJ-A)

9.1 Head of Curriculum Review Work Group (Course) submits Curriculum Review Report and revised Curriculum Document to Senior Manager, Curriculum Development Unit (Schools) for support.

9.2 Senior Manager, Curriculum Development Unit (Schools) reviews Curriculum Review Report and revised Curriculum Document. If the Curriculum Review Report and revised Curriculum Document are acceptable, they are to be supported and submitted to the High School System Committee for endorsement. Otherwise, feedback has to be provided for necessary refinement and follow-up by Curriculum Review Work Group (Course).

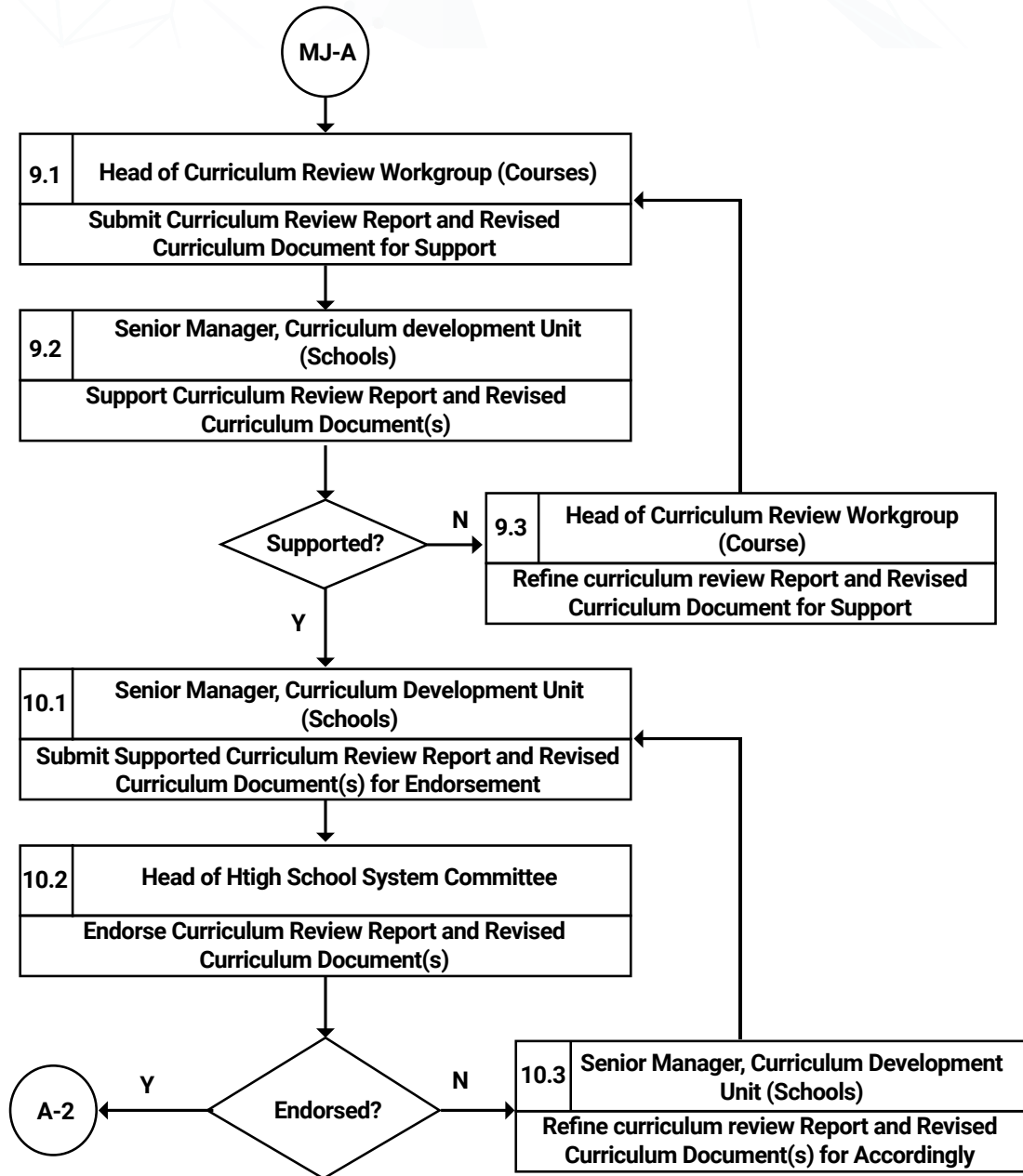
9.3 Head of Curriculum Review Work Group (Course) leads in making the necessary refinement and follow-up in accordance to the feedback provided by Senior Manager, Curriculum Development Unit (Schools).

10.1 Senior Manager, Curriculum Development Unit (Schools) submits supported Curriculum Review Report and revised Curriculum Document to High School System Committee for approval.

10.2 High School System Committee reviews Curriculum Review Report and revised Curriculum Document. If the Curriculum Review Report and revised Curriculum Document are acceptable, they are to be approved and submitted to the Executive Committee for approval. Otherwise, feedback has to be provided for necessary refinement and follow-up by Senior Manager, Curriculum Development Unit (Schools).

10.3 Senior Manager, Curriculum Development Unit (Schools) makes the necessary refinement and follow-up in accordance to the feedback provided by the High School System Committee.

*Major Curriculum Changes in minor curriculum (Course) Review is further detailed in figure MJ-A.



Major Curriculum Changes in minor curriculum (Course) endorsement (A-2)

11.1 Head of High School System Committee submits endorsed Curriculum Review Report and revised Curriculum Document to Head of Executive Committee for approval.

11.2 Executive Committee reviews endorsed Curriculum Review Report and revised Curriculum Document. If the endorsed Curriculum Review Report and revised Curriculum Document are acceptable, approval is granted for the implementation of the revised course curriculum. Otherwise, feedback has to be provided for necessary refinement and follow-up by Head of High School System Committee

11.3 Head of High School System Committee makes the necessary refinement and follow-up in accordance to the feedback provided by High School System Committee.

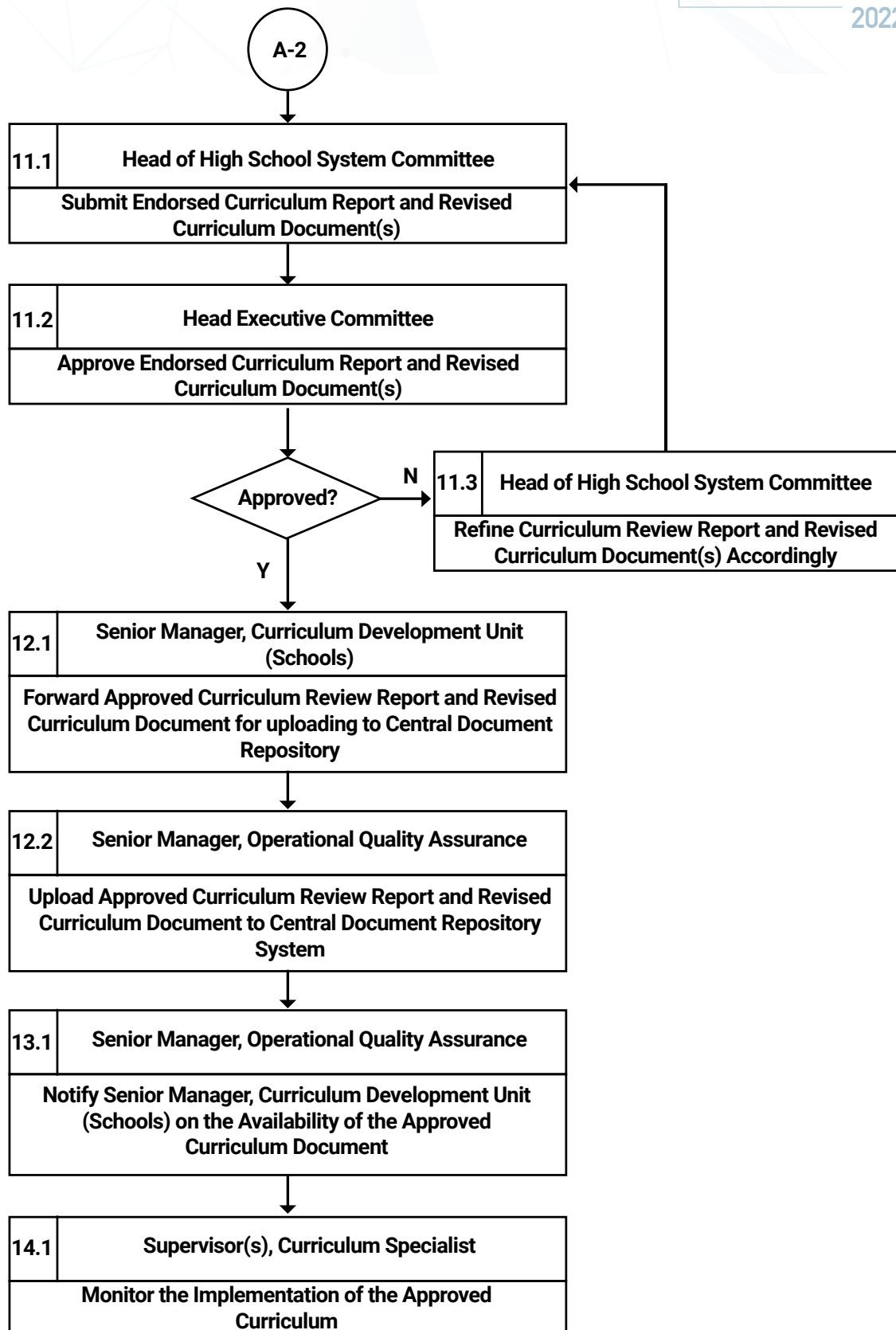
12.1 Senior Manager, Curriculum Development Unit (Schools) submits the approved Curriculum Review Report and revised Curriculum Document to Senior Manager, Operational QA for uploading to Central Document Repository System.

12.2 Senior Manager, Operation QA uploads approved Curriculum Review Report and revised Curriculum Review Document to Central Document Repository System.

13.1 Senior Manager, Operational QA notifies Senior Manager, Curriculum Development Unit (Schools) on the availability of the approved Curriculum Review Report and revised Curriculum Document on Central Document Repository System.

14.1 Supervisor, Curriculum Specialist monitors the implementation of the approved revised course curriculum.

*Major Curriculum Changes in minor curriculum (Course) Review is further detailed in figure A-2.



Major Curriculum (Program) Review (B-1)

15.1 Senior Manager, Curriculum Development Unit (Schools) develops Work Plan for the major curriculum review of identified program to be approved by DHSS.

15.2 Senior Manager, Curriculum Development Unit (Schools) should submit the composition and Terms of Reference of the Curriculum Review Work Group (Program) to DHSS for approval.

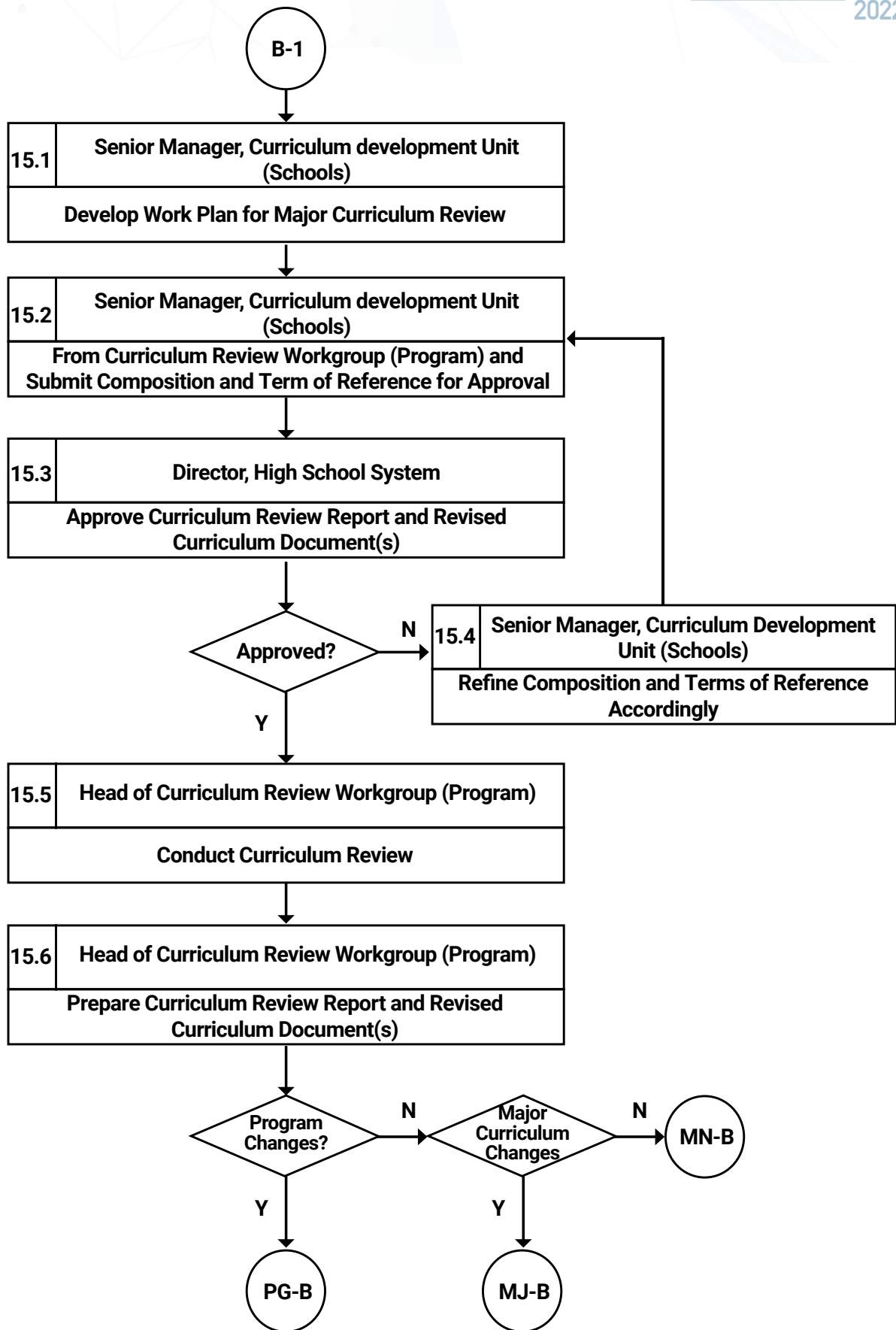
15.3 DHSS reviews the composition and Terms of Reference for the Curriculum review Work Group (Program). If they are acceptable, approval is granted. Otherwise, feedback has to be provided for necessary refinement and follow-up by Senior Manager, Curriculum Development Unit (Schools).

15.4 Senior Manager, Curriculum Development Unit (Schools) refine composition and Terms of Reference for Curriculum Review Work Group (Program) in accordance to feedback provided by DHSS.

15.5 Head of Curriculum Review Work Group (Program) provides the necessary leadership for the effective conduct of activities (Work Group meetings, Focus Groups Discussions, etc.) pertaining to the review of the program. All minutes of meetings and relevant documents for activities conducted are to be created and filed as quality records.

15.6 Head of Curriculum Review Work Group (Program) ensures that the Curriculum Review Report (with recommendations for improvement) and all updated Curriculum Documents (in accordance to the standardized format) are prepared promptly.

*The Major Curriculum (Program) Review is further detailed in figure B-1



Minor Curriculum Changes in Major Curriculum (Program) Review (MN-B)

16.1 Head of Curriculum Review Work Group (Program) submits Curriculum Review Report and revised Curriculum Document to High School System Committee for approval.

16.2 High School System Committee reviews Curriculum Review Report and revised Curriculum Document. If the Curriculum Review Report and revised Curriculum Document are acceptable, approval is granted for the implementation of the revised course curriculum. Otherwise, feedback has to be provided for necessary refinement and follow-up by Head of Curriculum Review Work Group (Program).

16.3 Head of Curriculum Review Work Group (Program) makes the necessary refinement and follow-up in accordance to the feedback provided by High School System Committee.

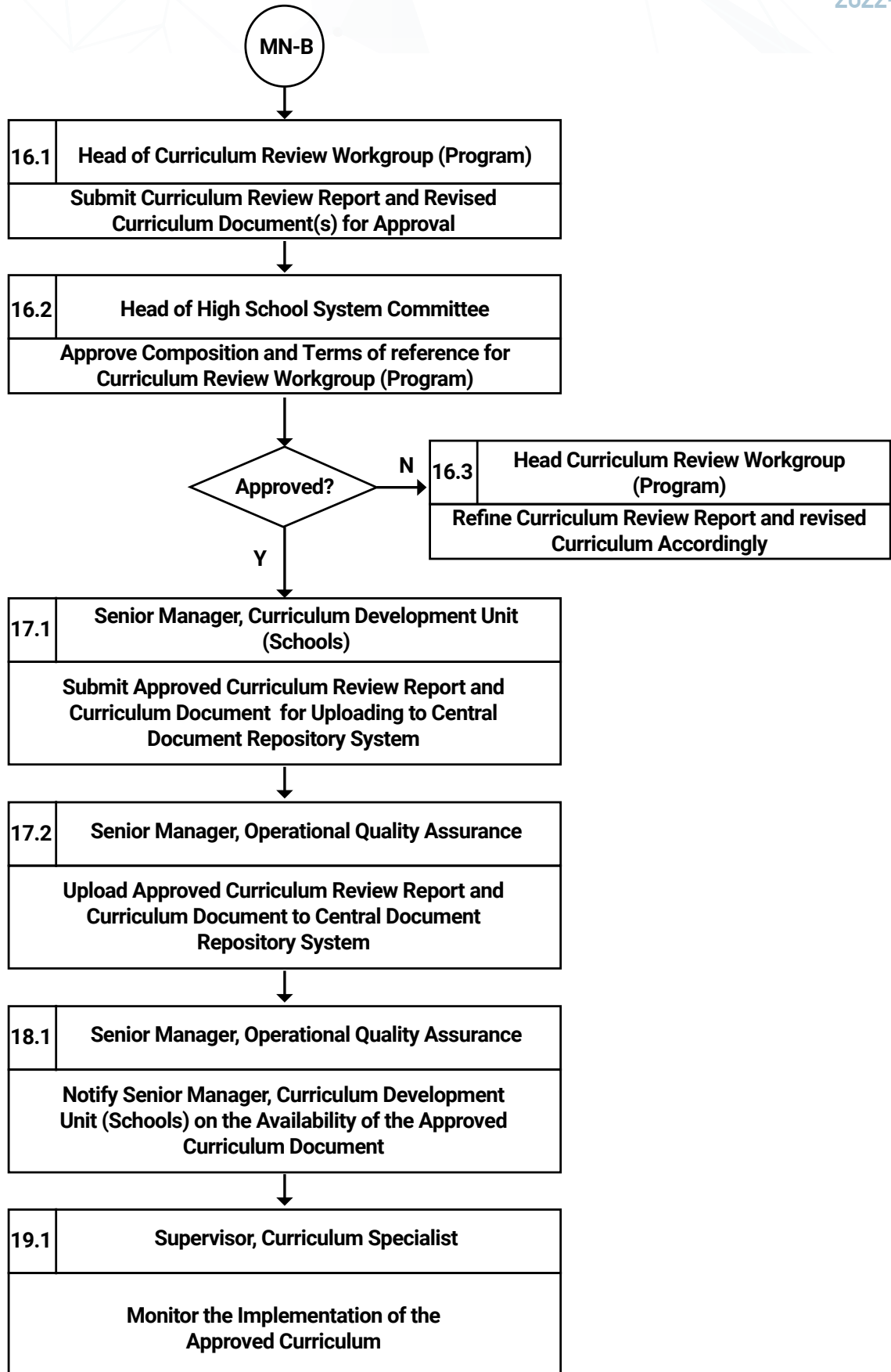
17.1 Senior Manager, Curriculum Development Unit (Schools) submits the approved Curriculum Review Report and revised Curriculum Document to Senior Manager, Operational QA for uploading to Central Document Repository System.

17.2 Senior Manager, Operation QA uploads approved Curriculum Review Report and revised Curriculum Review Document to Central Document Repository System.

18.1 Senior Manager, Operational QA notifies Senior Manager, Curriculum Development Unit (Schools) on the availability of the approved Curriculum Review Report and revised Curriculum Document on Central Document Repository System.

19.1 Supervisor, Curriculum Specialist monitors the implementation of the approved revised course curriculum.

*Minor Curriculum Changes in Major Curriculum (Program) Review is further detailed in figure MN-B



Major Curriculum Changes in Major Curriculum (Program) Review (MJ-B)

20.1 Head of Curriculum Review Work Group (Program) submits Curriculum Review Report and revised Curriculum Document to High School System Committee for endorsement.

20.2 High School System Committee reviews Curriculum Review Report and revised Curriculum Document. If the Curriculum Review Report and revised Curriculum Document are acceptable, they are to be endorsed and submitted to the Executive Committee for approval. Otherwise, feedback has to be provided for necessary refinement and follow-up by Head of Curriculum Review Work Group (Program).

20.3 Head of Curriculum Review Work Group (Program) makes the necessary refinement and follow-up in accordance to the feedback provided by High School System Committee.

21.1 Head of High School System Committee submits endorsed Curriculum Review Report and revised Curriculum Document to Executive Committee for approval.

21.2 Executive Committee reviews endorsed Curriculum Review Report and revised Curriculum Document. If the endorsed Curriculum Review Report and revised Curriculum Document are acceptable, approval is granted for the implementation of the revised course curriculum. Otherwise, feedback has to be provided for necessary refinement and follow-up by Head of High School System Committee

21.3 Head of High School System Committee makes the necessary refinement and follow-up in accordance to the feedback provided by Executive Committee.

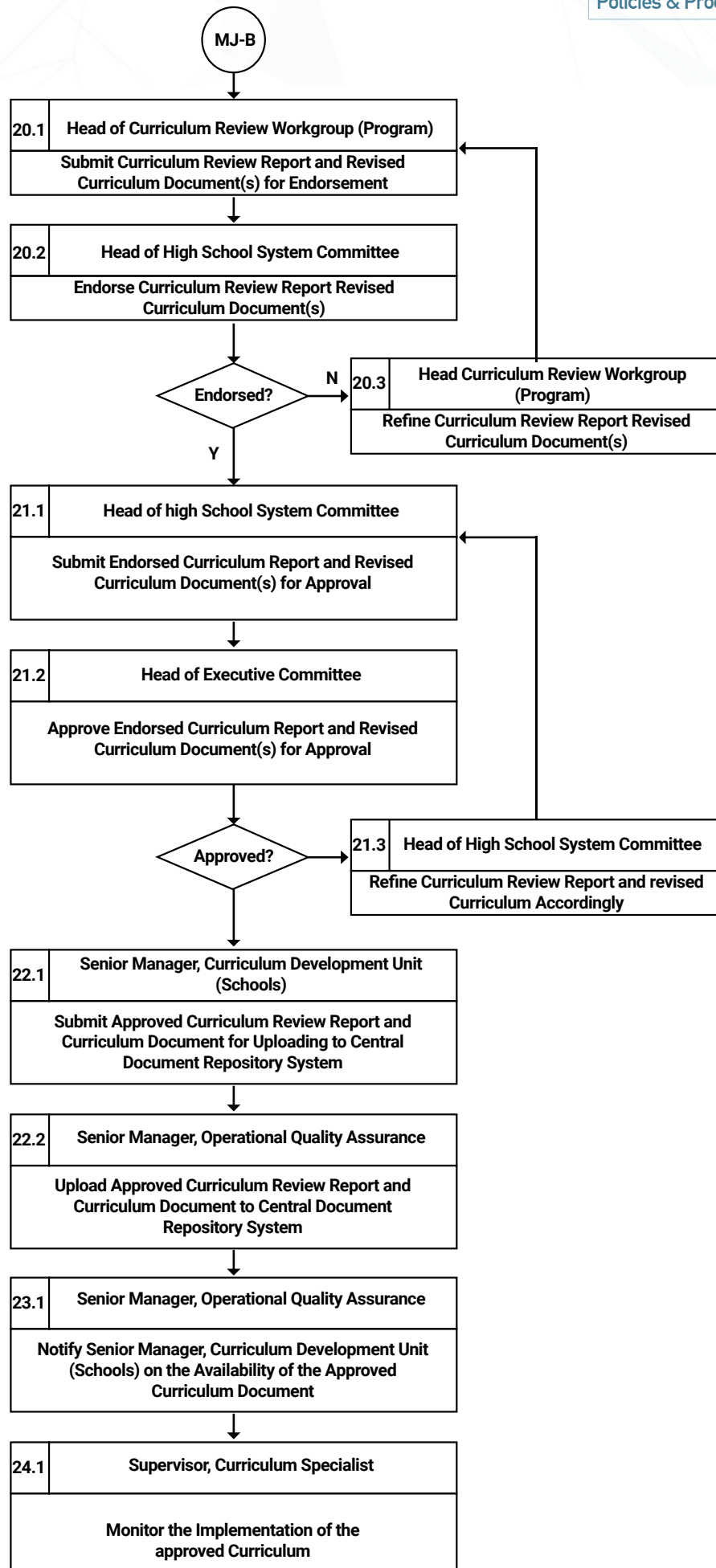
22.1 Senior Manager, Curriculum Development Unit (Schools) submits the approved Curriculum Review Report and revised Curriculum Document to Senior Manager, Operational QA for uploading to Central Document Repository System.

22.2 Senior Manager, Operation QA uploads approved Curriculum Review Report and revised Curriculum Review Document to Central Document Repository System.

23.1 Senior Manager, Operational QA notifies Senior Manager, Curriculum Development Unit (Schools) on the availability of the approved Curriculum Review Report and revised Curriculum Document on Central Document Repository System.

24.1 Supervisor, Curriculum Specialist monitors the implementation of the approved revised course curriculum.

*Major Curriculum Changes in Major Curriculum (Program) Review is further detailed in figure MJ-B



Program Changes in Minor & Major Curriculum Review (PG-B)

25.1 Head of Curriculum Review Work Group (Program) submits Curriculum Review Report and revised Curriculum Document to High School System Committee for support.

25.2 High School System Committee reviews Curriculum Review Report and revised Curriculum Document. If the Curriculum Review Report and revised Curriculum Document are acceptable, they are to be supported and submitted to Executive Committee for endorsement. Otherwise, feedback has to be provided for necessary refinement and follow-up by Head of Curriculum Review Work Group (Program).

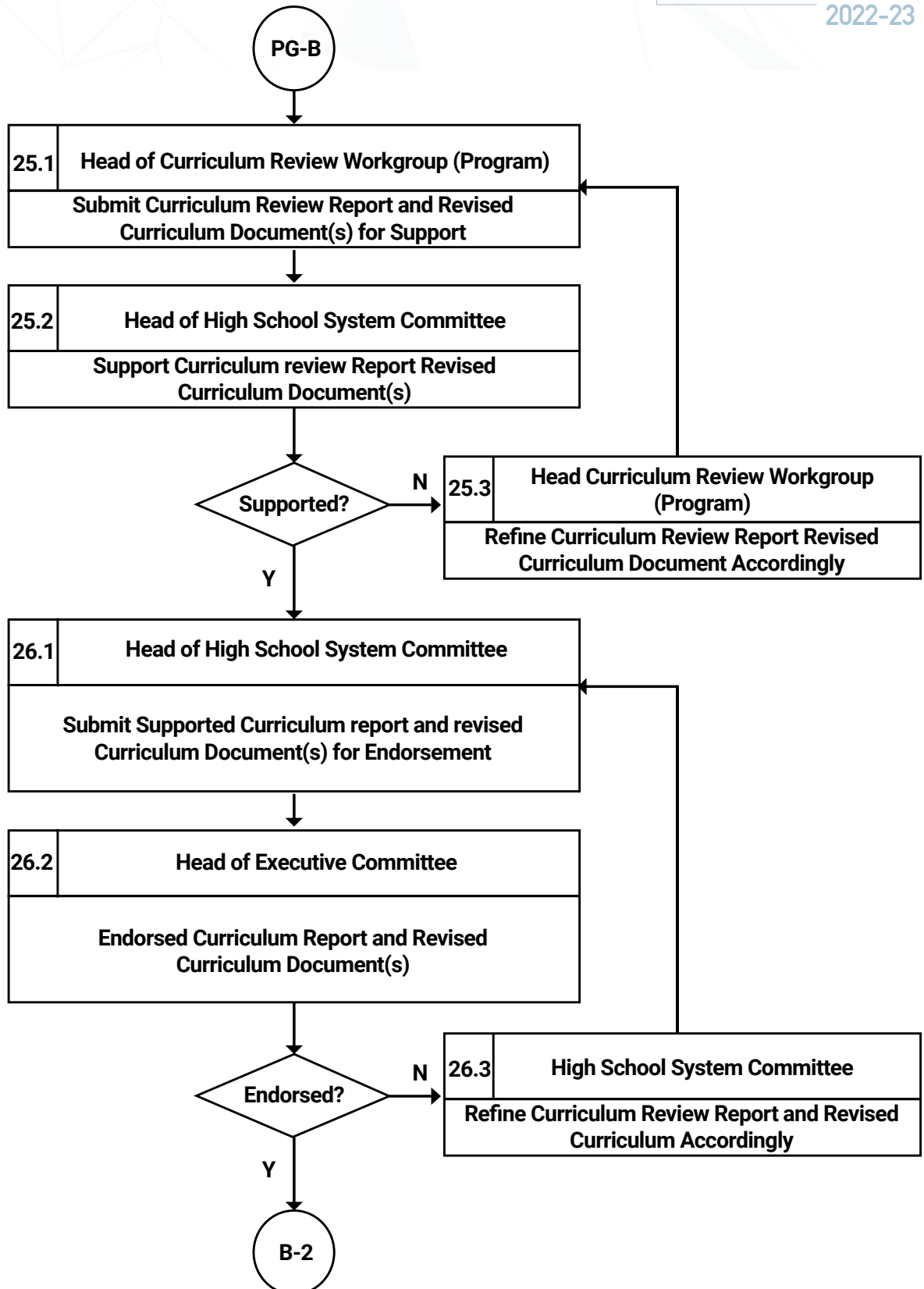
25.3 Head of Curriculum Review Work Group (Program) leads in making the necessary refinement and follow-up in accordance to the feedback provided by High School System Committee.

26.1 Head of High School System Committee submits supported Curriculum Review Report and revised Curriculum Document to Executive Committee for endorsement.

26.2 Executive Committee reviews supported Curriculum Review Report and revised Curriculum Document. If the supported Curriculum Review Report and revised Curriculum Document are acceptable, they are to be endorsed and submitted to IAT Board of Trustees for approval. Otherwise, feedback has to be provided for necessary refinement and follow-up by High School System Committee.

26.3 Head of High School System Committee leads in making the necessary refinement and follow-up in accordance to the feedback provided by Executive Committee.

*Program Changes in Minor & Major Curriculum Review is further detailed in figure PG-B



Program Changes in Minor & Major Curriculum Endorsement (B-2)

27.1 Head of Executive Committee submits endorsed Curriculum Review Report and revised Curriculum Document to IAT Board of Trustees for approval.

27.2 IAT Board of Trustees reviews endorsed Curriculum Review Report and revised Curriculum Document. If the endorsed Curriculum Review Report and revised Curriculum Document are acceptable, approval is granted for the implementation of the revised course curriculum. Otherwise, feedback has to be provided for necessary refinement and follow-up by Head of Executive Committee.

27.3 Head of Executive Committee makes the necessary refinement and follow up in accordance to the feedback provided by IAT Board of Trustee.

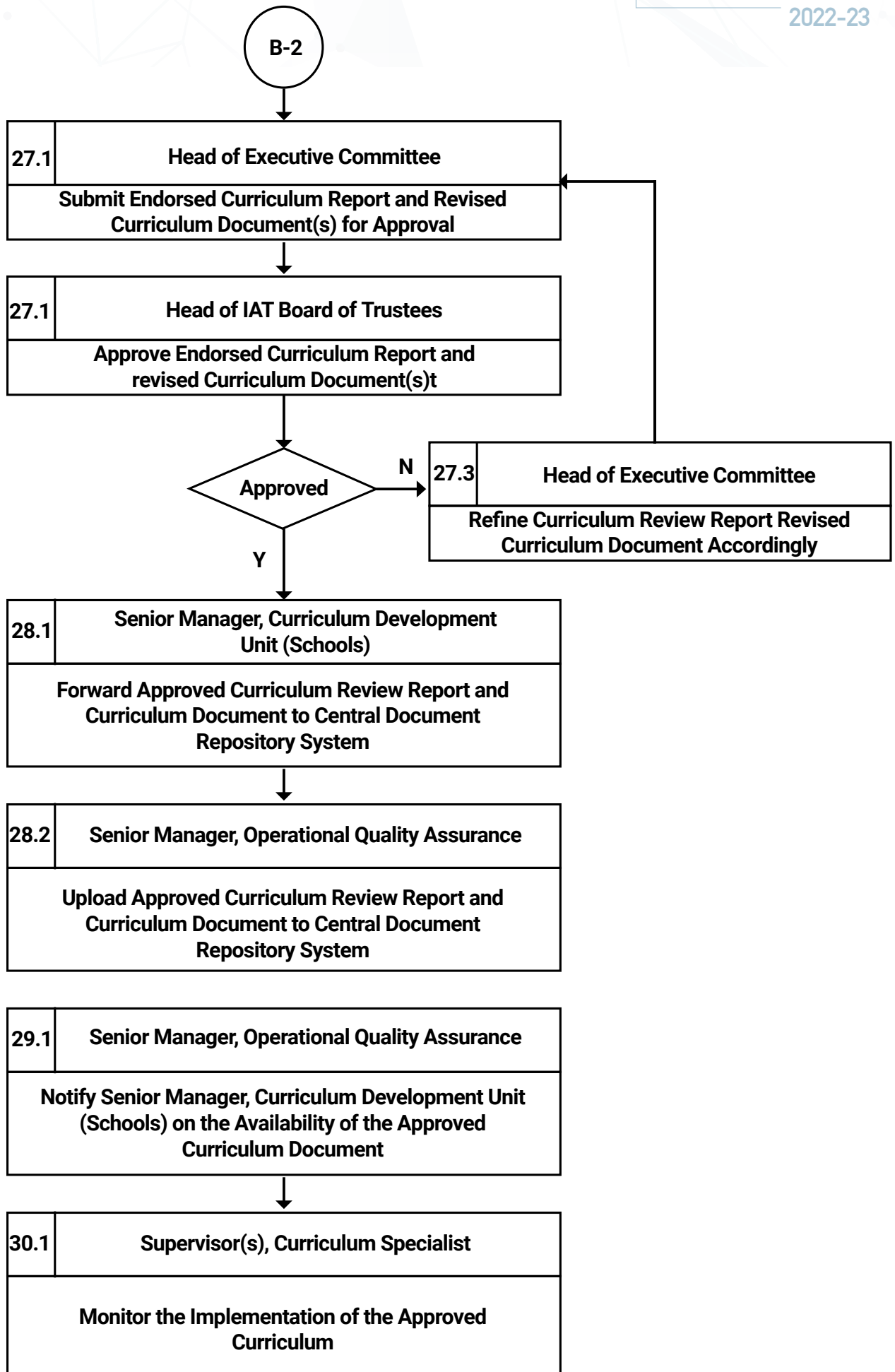
28.1 Senior Manager, Curriculum Development Unit (Schools) submits the approved Curriculum Review Report and revised Curriculum Document to Senior Manager, Operational QA for uploading to Central Document Repository System.

28.2 Senior Manager, Operation QA uploads approved Curriculum Review Report and revised Curriculum Review Document to the Central Document Repository System.

29.1 Senior Manager, Operational QA notifies Senior Manager, Curriculum Development Unit (schools) on the availability of the approved Curriculum Review Report and revised Curriculum Document on the Central Document Repository System.

30.1 Supervisor(s), Curriculum Specialist monitors the implementation of the approved revised program.

*Program Changes in Minor & Major Curriculum Endorsement Review is further detailed in figure B-2



Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The DHSS will:

- Initiate minor and/or major curriculum review for course(s) and/or program(s).
- Review the composition and Terms of Reference for the work groups involved in curriculum review.

The High School System Committee will:

- Review the endorsed Curriculum Review Report and revised Curriculum Documents.
- Submit endorsed Curriculum Review Report and revised Curriculum Document to Academic Committee for approval.

The Curriculum Specialists will:

- Submit the composition and Terms of Reference of the Curriculum Review Work Group (Course) to DHSS for approval.
- Develop the Curriculum Review Report and revise Curriculum Documents.
- Monitor the implementation of the approved revised course documents.

The VP-Academic will:

- Oversee the implementation of curriculum changes within the teaching process.
- Collate and report constructive regular feedback on the curriculum to the respective specialist.

Policy History

Date Approved: September 2011

Date Revised: November 2015

Date Revised: October 2022

For Review: 2025

Policy 3.2.3: Project Administration

Purpose

This policy will ensure consistency and high quality in the projects produced through the project skills curriculum framework that gathered all student projects, research, and external collaborations under one umbrella with rigorously set standards.

Policy Statement

ATHS schools have achieved a respectable and highly reputable position in the academic field of applied education emphasizing the blend in the curricula between both academic and scientific studies and the practical application of skills. The project-based learning approach is incorporated through project skills curriculum framework to adopt the Science, Reading, Technology, Engineering, Arts and Mathematics (STREAM) approach where different scientific and practical disciplines are employed and integrated to improve the educational level and to equip students with the 21st Century Skills needed for the work field. The Project Skills Curriculum's main focus is on six essential innovation project skill areas which are Teamwork and Leadership, The Innovation Process (Identifying Problems and Designing Solutions), Performing Investigation, Mathematical and Computational Thinking, Developing, Testing and Refining Simulations, Models and Prototypes, Communicating and Evaluating Information.

Implementation Procedures

Curriculum framework

- The project skills curriculum framework is a spiraled curriculum, with each performance criteria (PC) taught and assessed in every grade from 6 to 12 inclusive, but at an increasing and grade-appropriate level of complexity from one grade to the next.
- The curriculum framework provides cross-curricular links that are carefully planned so that students have a broad range of opportunities to develop key skills.
- The cross-curricular links allow good opportunities for students to learn independently and develop skills of research and critical thinking.
- The framework identifies stages to implement each project, including problem identification, research, constructing solutions, testing, experimentation, reflection, and communication.
- The project skills curriculum framework exhibits different modes of delivery including STREAM projects (G06-09), Thematic Projects (G10 -11), and capstone projects (G12).
- The framework in general provides opportunities for continuous review and development based on the review outcomes.
- The curriculum framework allocates matrix hours to allow students to search, identify a problem, purpose a solution, and provide an initial timed work plan.
- Skills as research, ideation, problem-solving, and presentation skills are developed as a student

matures and builds up in the production of a Senior Graduation Project at the end of grade 12

- The curriculum framework considers the society's industrial and service needs and promotes the success of the students in innovation project events, competitions and showcases and increases their employability nationally and internationally in the scientific, technical, and technological sectors, in line with UAE governmental initiatives and targets

Assessment

- Thematic projects and graduation projects are assessed using the Competency-Based Assessment (CBA) scheme, where the PCs are evaluated individually to ensure student performance.
- The assessed outcomes of the STREAM projects contribute to students' marks in the related core subjects.
- The rubrics designed for each project development stage are based on competencies and skills required in each stage and are shared with teachers for follow-up.
- The assessment is undertaken by students as self and peer assessment, in addition to the teachers' assessment.
- Final project evaluations undertaken by teachers are based on rubrics that consider students' initial work plan to measure the effectiveness of the project procedure, outcome, and students' learning process.
- In case of graduation projects and in addition to the formative evaluation done by the supervisor, an evaluation is done at the end of each term by a committee and the final evaluation is done by an evaluation committee that includes an external audience based on the characteristics of the final product.
- Projects produced in all schools are ranked based on the quality and learning achieved by the students.
- The final project mark appears on the students' final report card and is considered in the Calculations of their final scores.

Roles and Responsibilities

The Curriculum Specialists will:

- Develop the curriculum framework and the material required (such as students' guides and check lists) to implement the project at all stages. In addition to the production of specific rubrics and templates for formative and summative assessments.
- Based on management request, Audit the graduation project progress at least two times during the year using an evaluation rubric

The School Principal will:

- Provide opportunities for students to participate in external competitions and events to present their projects.
- Provide professional development for teachers to work collaboratively in groups and facilitate the implementation of the projects.
- Form an evaluation committee that includes members from the school and representatives from industries to evaluate final projects and presentations.
- Schedule a contact time in which teachers and students meet to facilitate the project implementation.

The Teachers will:

- Delivery of the content and required process skills. In particular, the planning, implementation and presentation skills and knowledge before or in tandem with the period allocated for the whole project.
- Facilitate project development and mentor the students throughout the stages of implementation.
- Follow students' progress and record it.

The Students will:

- Complete the steps of the Engineering Design Process to strengthen their understanding of open-ended design and emphasize innovation, creativity and practicality.
- Undertake authentic, original projects and providing evidence of their learning progress after each developmental stage.

Policy History

Date Approved: September 2011

Date Revised: March 2017, June 2021

Date Revised: October 2022

For Review: 2025

Policy 3.2.4: Professional Learning Program (PLP)

Purpose

The purpose of this policy is to define the nature, scope and operational details of the Professional Learning Program (PLP) in ATHS campuses, in addition to describing the responsibilities of staff members in the context of the PLP.

Policy Statement

The ATHS school system is committed to providing world class teaching and learning experiences and opportunities to every one of its students. This requires teaching staff to continuously update, modernize and extend their professional pedagogical practice. The Professional Learning Program (PLP) facilitates this through sharing of existing good practice between teaching staff members, the provision of expert mentoring support, and facilitating peer trials of new teaching and learning techniques. PLP aims to inculcate within the teaching staff team at ATHS an educational culture of openness, confidence and continuous professional learning through a shared positive developmental experience.

Implementation Procedures

1. Background to the PLP

1.1 The Professional Learning Programme (PLP) is a system-wide initiative which has been operational in all ATHS campuses since October 2016. The PLP aims to extend and modernize the teaching and learning methods used in the ATHS system to meet global best practice in student-centered learning. Engagement in the PLP is a mandatory requirement for all our teaching staff members.

1.2 The PLP rejects traditional taught professional development approaches in favour of structured peer mentoring and active sharing of good pedagogical practice. Through this process the PLP aims to build over the long term a confident, open and self-critical teaching team in the ATHS schools which functions as a Professional Learning Community, seeking out, sharing and providing peer support to deploy the most effective teaching and learning practices in our schools.

1.3 The PLP was initiated in response to feedback recommendations from the Accreditation Body Review Report (November 2015) and the ACTVET Inspection Report (May 2016).

1.4 Administered by a Steering Committee, the PLP is a structured programme led by a single PLP Co-ordinator at each campus and supported by a number of PLP Mentors.

1.5 PLP Role Descriptions and Responsibilities are provided below.

2. Structure of the PLP

2.1 In accordance with key areas for pedagogical development identified by the Accreditation Body and ACTVET as system-wide priorities, PLP will focus on supporting the integration of educational technology integration aligned with the following five pedagogical themes:

- Building rapport with students
- Developing real-life connections with business, industry and other partners
- Providing developmental feedback to students during distance learning
- Developing and improving students' opportunities for collaborative learning.
- Developing learner independence
- Techniques for communication and workflow in remote learning sessions

2.2 Having carried out a self-assessment review at the start of the academic year, teachers use the results to decide which one of the PLP themes to engage in, and which aspect of the theme they need to focus on.

2.3 Teachers then self-select a peer partner (a "professional friend") with whom they commit to carry out each term three cycles of peer planning, peer observation and peer feedback.

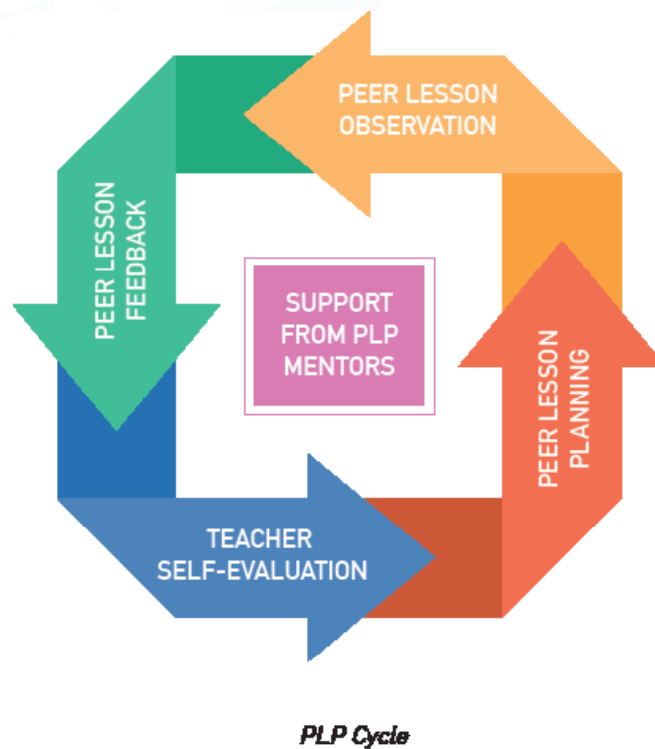
2.4 This process is supported by the PLP Mentors who specialize in one theme and support teachers' professional learning through periodic information and discussion sessions, at which techniques relating the PLP theme are explained and discussed, and through information, advice, guidance and mentoring support as the peer partners progress with their PLP cycle.

2.5 At the end of three PLP cycles (i.e., at the end of each term) each teacher produces a brief structured Professional Learning Report (PLR) to summarize their new professional learning, to reflect on how it has influenced their classroom practice, and to identify the next steps in their professional learning journey.

Operational diagram showing the PLP "Cycle"

After the third cycle has been completed, the peer teachers prepare a structured Professional Learning Report (PLR) which summarizes what they have learned and how they can apply that learning in their lessons.

The PLP is structured to accommodate three cycles each term, therefore one PLR is produced each term. Mentor support is available throughout the cycle.



Roles and Responsibilities

The PLP System-wide Lead will:

- Provide periodic update reports, data and recommendations about system-wide professional learning to the Directorate and System Improvement Priorities Steering Committee.
- Promote and represents the PLP to external bodies and other legitimate interest groups on behalf of the Directorate.
- Work with Principals to agree and set expectations and targets for each school with reference to:
 - (a) the professional learning of teachers;
 - (b) the effectiveness of teaching.
- Monitor the progress of each school against its professional learning targets.
- Carry out occasional observations of teaching and learning to triangulate and verify progress in improving professional learning in each school.
- Lead the development and implementation of systems which enable sharing of best teaching practice between campuses and curriculum areas.
- Collaborate with the IT Department and PLP staff members to create a quality assured database of resources to support the implementation of the PLP.
- Provide information, guidance and active support to the PLP Campus Leads.
- Develop simple systems for recording, reporting, monitoring and storing information related to the PLP.

The PLP Co-ordinator will:

- Coordinate the work of the PLP Mentors in a school to ensure that all teachers in the campus receive effective and timely support to improve their teaching and learning skills.
- Ensure that all teachers in their campus are properly informed, registered and actively engaged in the PLP, including the completion of required evidence in the form of a Professional Learning Report.
- Liaise with the Principal and VP Academic to ensure that lesson observations and annual performance appraisals reflect with accuracy the effectiveness of each teacher and his/her progress through professional learning.
- Provide update reports and data on request to the school leadership team, the PLP System-wide Lead and other legitimate groups and individuals.
- Collaborate with the School Leadership Team (SLT) to monitor the progress of the school against its professional learning targets.
- Implement systems which enable sharing of best teaching practice between curriculum areas.
- Motivate teachers to engage in the PLP through the provision of clear information and by the reward and recognition of progress and achievement in the area of teaching skills.

The PLP Mentor will:

- Develop and deliver interactive workshops for teachers to introduce them to new professional practice concepts and techniques.
- Provide continuing information, advice and guidance to teachers as they work through their Professional Learning Project and prepare their Professional Learning Report.
- Guide teachers through the peer planning/observation/feedback cycles of the PLP.
- Bring to the attention of teachers the range of resources which are available to support their professional learning.
- Observe teachers and provides informative feedback to them on how to improve their use of specific pedagogical techniques in the classroom.

Policy History

Date Approved: September 2011

Date Revised: March 2017, June 2021

Date Revised: October 2022

For Review: 2025

Policy 3.3.1: Instructional Technology

Purpose

This policy has been established to make sure that relevant procedures and acceptable use of Information Systems (IS) and the various technologies provided to students, teachers, and staff members are consistent and follow common standards across all ATHS schools.

Policy Statement

Technology is becoming more and more integrated into our society, which has changed the way people conduct their daily lives including how knowledge is constructed in the classrooms. Technology integration encourages teachers to enhance student learning, engage students in the learning process and share resources. It also provides students with access to valuable information anytime and anywhere. ATHS schools provide endless opportunities to students and teachers to go beyond the classroom and build personalized learning experiences. ATHS educational standards in the curriculum are supported by the use of technology across all subjects.

School staff members and students are responsible for their own actions. Individual users of the school information systems are expected to understand and comply with this policy and the associated acts and regulations endorsed by the school stated as described in the following sections. Each student and staff member holds the responsibility of ensuring proper and appropriate use of the school information system, device, and other provided technologies.

Implementation Procedures

This policy is to be followed by all students, teachers, and admin staff members in all ATHS schools. Any exception to this policy must be approved by the School Directorate in advance. The policy implementation is the responsibility of all schools and the corresponding departments at the directorate.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Instructional Technology Department is responsible for:

- Develop and overseeing the e-learning policies and procedures. However, matters linked to the implementation of the policy will be delegated to department heads and schools' management.
- Coordinate procedures and processes associated with maintaining and providing the different IT services (email, LMS, SIS, etc.) through the IT department.
- Manage the information and computer technology resources acquisition.
- Ensure that schools and head of departments are aware of this policy.

The Curriculum Development Unit will:

- Ensure technology integration within the curriculum material, and provide appropriate guidance for teachers.
- Provide professional development to teachers to enhance their capacity to utilize technology in teaching pedagogies.

The Principals will:

- Ensure appropriate technology resources are distributed to school staff as needed and are available to support the teaching and learning program.
- Provide on-site professional development to ensure the appropriate use of e-learning materials in the teaching and learning program as needed.
- Assign an e-learning coordinator in the school to support teachers in appropriate technology integration.

The Teachers will:

- Participate in professional development as needed to develop appropriate teaching skills to utilize available ICT resources.
- Incorporate e-Learning into classroom pedagogy and assessment where possible.
- Encourage student use of e-learning as part of the regular instructional program.

Student Acceptable use of the Electronic Communications System and Device

This Acceptable Use Policy is intended to ensure:

- That students will be responsible users and stay safe while using the internet and other communication technologies for educational, personal and recreational use.
- That Information & Communications Technology (ICT) systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk. The schools will try to ensure that students have good access to ICT to enhance their learning and will, in return, expect the students to agree to be responsible users.

Inappropriate Uses:

- Using the system for any illegal purpose
- Disabling or attempting to disable any internet filtering device
- Encrypting communications to avoid security review
- Downloading or using copyrighted information without permission from the copyright holder
- Intentionally introducing a virus to the computer system
- Posting messages or accessing materials that are abusive, obscene, sexually oriented,

threatening, harassing, damaging to another's reputation, or illegal

- Wasting school resources through the improper use of the computer system
- Gaining unauthorized access to restricted information or resources
- Repeatedly accessing websites that the school considers inappropriate or websites that contain materials that the school considers inappropriate and/or materials inconsistent with the educational mission, objectives and goals of the school

Consequences for inappropriate use:

- Suspension of access to the system
- Other disciplinary actions in accordance with the Schools Student Handbook, and/or legal action

The Students will:

- Use the device in ways that are appropriate, meet the school expectations and are educational.
- Use appropriate language when using e-mails, journals, wikis, blogs, or any other forms of communication.
- Not create, or encourage others to create discourteous or abusive content.
- Not use electronic communication to spread rumors, gossip, or engage in any activity that is harmful to other persons.
- Understand that the device is subject to inspection at any time without notice.
- Take good care of the device throughout my period of study at the school.
- Never leave the device unattended and will know where it is at all times.
- Protect the device by only carrying it while in its provided case, or another case approved for use by my Computer Science teacher.
- Never loan out the device (temporary or otherwise) or give my password to other individuals.
- Not let anyone else use owned device other than parents or guardians.
- Charge the device's battery daily and arrive at school with the device fully charged.
- Keep food and beverages away from the device since they may cause damage to the device.
- Clean the screen with a soft, anti static cloth ONLY; no cleaners.
- Not disassemble any part of the device or attempt any repairs.
- Understand that the device and its contents are school resources and will remain so during the period of study at the school.
- Not remove or deface the serial number or other identification on any device.
- File a police report in case of theft, vandalism and inform the teacher and the School Student Counsellor/Senior Student Support Services Coordinator.

- Take responsibility for all damage or loss caused by neglect or abuse and will be responsible for replacement of the device in such circumstances.
- Understand that the school IT systems are primarily intended for educational use and that therefore will not use the systems for personal or recreational use.
- Immediately report any damage or faults involving equipment or software, however this may have happened.
- Not try (unless have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work, for example system software updates which will be undertaken in lessons as per the school curriculum.
- Respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- Not take or distribute images of anyone without the permission of the teacher inside or outside the school.
- Understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will try to use any programs or software that might allow to bypass the filtering/security systems in place to prevent access to such materials.
- Ensure having permission to use the original work of others in own work.
- Understand that the school has the right to take actions against any student who is involved in incidents of inappropriate behavior, that are covered in this policy.
- Understand that if a student fails to comply with this Acceptable Use Policy, s/he will be subject to disciplinary action as per the school Discipline Policy. This may also include contact with parents and, in the event of illegal activities, involvement of the police.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 3.3.2: Learning Resource Center (LRC)

Purpose

The main purpose of this policy is to provide guidance to librarians for the smooth operation and administration of the Learning Resource Centers (LRC) and to ensure that in keeping with the policies and procedures outlined here, the LRCs will in effect be supporting the vision and mission of the organization.

Policy Statement

In support of ATHS mission, the vision for the LRCs is to provide student centered, 21st Century, dynamic learning hubs, with access to the latest technology and equipment through which students can access up-to-date electronic and print information, which is both wide ranging in scope and format, and which supports the teaching and learning objectives of ATHS.

Implementation Procedures

New Library Staff

- New librarians are given an induction pack which includes all relevant documentation pertaining to their position, and the system in general, including the contact details of all librarians in the system.
- Librarians are to familiarize themselves with the LRC Policies and Procedures.
- Librarians are introduced to other librarians in the system and attend training sessions on the Library Management System.
- Librarians are trained on SharePoint, either at their own campus or in the Directorate.
- New Librarians are provided with access to the Information Literacy Course material.
- New librarians are given access to Share Point where all Library related documentation is stored and trained to manage documents.
- Librarians are trained on the procedure for recording and storing statistical information related to library usage.
- New Librarians are trained on the use of Sierra, the Automated Library Management System

LRC Orientation

The ATHS LRC conducts orientation and re-orientation at the beginning of each term for students and staff to provide an introduction to the nature of libraries in general, and especially to the organization of LRC materials and the resources and services available.

By the end of the orientation session, students will be familiar with the services, policies, rules and regulations; know how the LRC collections are organized and will be able to use the automated library catalogue to find electronic and print and resources.

The LRC provides orientation and training in electronic resources including electronic databases. Orientation is conducted at the beginning of each term; training is ongoing and available as the need arises. Training on electronic resources is also included in the information literacy program, which all first year students attend.

Information Literacy Program

The ATHS LRC provides Training/Information Literacy (IL) instruction to teach students how to use the LRC resources and how to find relevant articles and information using print and electronic resources.

After taking IL classes, the students will be able to evaluate and use information effectively to solve problems and make decisions. Students will develop information literacy competencies and the skills for independent and lifelong learning.

The faculty can schedule training sessions and Information Literacy classes with the Librarian.

Database Training

The LRC provides training on subject specific databases. Training in online databases is offered to all students at the beginning of each quarter; following this faculty can schedule classes with the librarian as the need arises. One-to-one instruction is also available, if required, for students requiring assistance when working independently in the LRC.

Computer Workstation / Internet Access

ATHS Learning Resource Centers have computer workstations available for students use. All workstations are window-based, with electronic resource and Internet access; all are connected to networked printers.

Computer workstations and Internet Policy is strictly implemented.

Library Code Of Conduct

The following is a list of rules and regulations that students are expected to follow when visiting the IAT Learning Resource Centers (LRCs). To avoid disruption to services LRC staff ensure that the rules and regulations are communicated, understood, and followed by all students.

Suggestions for revision or amendments are directed to the attention of the Manager for Learning Resources.

Quiet Study Areas

The LRCs have designated areas for PCs, study, laptop usage, listening and reading. These areas should be conducive to quiet study; therefore the Rule of Silence must be properly practiced.

Group study areas are designated in certain areas. However, discipline should be maintained at all times

to avoid disturbance to other users.

Disciplinary action may be taken where a student or other library users intentionally violate the rules in this area.

Classes

Classes are usually managed and handled by the teachers in the LRC unless the Librarian or a member of the LRC staff has taken responsibility for the class. Library staff should remind the teachers regarding the discipline and Rule of Silence while in the LRC premises.

Failure on the part of the teacher to maintain discipline of the students is reported to the attention of the Principal.

Faculty

All staff are expected to respect the LRC rules and regulations regarding the discipline of students. Any repeated violation is reported to the Principal.

Mobile Phones

Mobile phones should be on silent when inside the LRC.
Staff and students should be made aware of this rule.

Food and Drink

Food and drinks are strictly forbidden inside the LRC.
In some health related cases, bottled water may be allowed at the discretion of the librarian.

Study Rooms & Classrooms

Students and library users are not allowed to lock the group study rooms with or without the supervision of a teacher.

Privacy

All LRC users' personal information must be used for the administrative purposes of the LRC only. LRC staff must respect confidentiality of such information at all times.

Failure to comply will result in disciplinary action.

Language of Use

The LRC adheres to the ATHS Language of Communication and Instruction inside the campus. Whilst in the LRC, staff should communicate at all times to teachers and students in English.

Computer Area

Library computers are workstations only. Users are not allowed to download software, chat or visit

prohibited Websites, change settings, or save files or documents to the local hard disk.

Headsets should be used when listening to audio devices. Loud speakers are not allowed.

Circulation Desk/Staff Work Area

A member of staff is available at the circulation desk to deal with library inquiries and to provide help and support.

The circulation desk must be kept clean and presentable to visitors and users at all times.

Internet Use

The Code of Conduct is in place to ensure that users are safe, productive and respectful of others and the environment that they are working in.

Code of Conduct for Internet Use

- Users may not use computers for accessing any resources that by standards and laws of the United Arab Emirates would be considered illegal and unacceptable.
- Users must not reveal a personal address or phone number.
- Users must not install, download, damage, or modify software.
- Users must not damage computers or the computer hard drives.
- Users must respect copyright laws and licensing agreements.
- Users must not make any attempt to gain unauthorized access to restricted files or networks.
- Users must end their session and leave the terminal when asked to do so by LRC staff.
- By mutual agreement, two students may share one workstation as long as their behavior or conversation does not disturb other users or LRC staff.
- Librarians monitor the use of computer games in the LRC and recommend that students close any program that they consider to be a distraction or of little benefit to the students' education.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The LRC Manager will:

- Oversee the entire LRC.

The Librarian will:

- Manage and maintain the book inventory.
- Establish programs for students to promote reading.
- Work with teachers to incorporate library use within the curriculum.

The Teachers will:

- Utilize the library as a resource.
- Encourage students to utilize the library resources.
- Support the efforts of the librarian.

The Students will:

- Abide by all policies and procedures of the library.

Policy History

Date Approved: September 2016

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

4. School Community Relations

4.1 Other Policies



Policy 4.1.1: General Communication

Purpose

The aim of this policy is to ensure that communication between different stakeholders fosters clear expectations.

Policy Statement

This policy outlines the communication protocols in relation to all ATHS schools. Communication plays a key role in creating and fostering strong, positive relationships between the school and home. Clear communication policies are also important in order to establish boundaries and set out expectations for all parties. Communication may take the form of face to face, email, text or newsletter.

Implementation Procedures

Communication with Parents

Channels of communication between parents and teachers, lead teachers and counsellors are available through email or face to face meetings. Any problems with such communication are referred immediately to the school leadership. If parents visit the school, the procedures for visitors are followed. The visit is recorded in the log book found at the reception of every campus. The receptionist refers the parent to the relevant personnel in the school.

Direct Communications

Communication between the Curriculum Development Unit and the Campuses is made possible through the lead teachers. VP-Academic are copied on every correspondence between Curriculum Specialists and lead teachers. Curriculum Specialists copy the Senior Manager of the Curriculum Development Unit in all communication with campuses. The principle point of contact for communication between Principals, VP-Academic, and Curriculum Development Unit Senior Manager is the DHSS.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The School Principals will:

- Be responsible for the overall implementation of the above policy.

All entities in schools must follow the appropriate communication protocols.

Policy History

Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Policy 4.1.2: Email

Purpose

The purpose of this policy is to inform about ATHS communication etiquette to ensure the proper use of the school email system as well as making users aware of what is considered acceptable and unacceptable use of email. This policy shall be used by all ATHS students and staff members and will be reviewed periodically.

Policy Statement

Electronic mails (emails) are extensively used in the ATHS schools and are often considered the primary electronic method of communication and awareness. Therefore, it is important for ATHS school email users to understand the proper use of email communications and be aware of the many risks that can be posted by email misuse, which include those related to security, privacy, and legality.

The school main purpose in providing an email service is to support teaching and learning as well as any relevant business associated with the schools daily work. Only members of the school, who agree and abide by the school's policies and regulations, are entitled to use the school's email system at all times and from anywhere.

The email system provided by the school should not be abused and it is expected that all ATHS users follow this policy. The Instructional Technology Department joined by the IT departments in schools will verify compliance to this policy using different methods, including but not limited to, periodic walk-throughs, internal and external audits, incidents reports, and feedback to the policy owner. An employee found to have violated this policy will be subject to disciplinary actions. This policy includes (but is not necessarily limited to) the following rules:

Implementation Procedures

A. General

- A1. All email usage must be consistent with ATHS policies and procedures of ethical conduct and compliance with laws.
- A2. Unless otherwise stated, opinions expressed in messages sent through the school email system are those of the author and are not endorsed by the school.
- A3. The school has the right to retain any email record if there is a legitimate reason to reserve the information enclosed in these emails.
- A4. Third-party email systems and storage servers (e.g. Yahoo, Google, and Hotmail) shall not be used for school related communication.
- A5. A school staff member shall configure his/her email account to include a pre-designed signature image file. The signature image file shall follow the example shown in Appendix B.

- A6. The job title included in the email signature must match the one given in the employment contract, Contract Modification Letter (CML), or the job title approved by the senior management.
- A7. Users shall not assume privacy in anything they send, receive, or store on the school's email system.
- A8. Although the school is not obliged to monitor email messages, it may screen messages without prior notice if there exists a legitimate need for it.
- A9. The school email service is provided to support its primary role of education and the associated functions. Only students and staff members can have an email account. However, other people seeking access to the school email service shall be granted access after receiving a written approval from the DHSS office.
- A10. School email password shall expire after a defined time. Users shall reset their password from time to time following the steps in the ACTVET "Change Password" user guide. This procedure is agreed upon in order to support users' security (see Appendix C).

B. Confidentiality

- B1. Any forwarded email message to a third party must not contain school confidential information (in both the body and attachment).
- B2. All data relevant to the school system enclosed within an email message including attachments must be secured according to the ATHS Data Protection Standard .
- B3. A pre-defined confidentiality notice shall be appended to the staff member email signature (embedded in the signature image file). See Appendix B.

C. Acceptable Use

- C1. School email account is primarily used by students, staff members, and other authorized users for school business-related purposes; personal communication should be used at a reasonable level. It is realized that deciding on a definite criteria of abuse is difficult to achieve. However, the policy criteria pertinent to using the school email system for personal purposes include (but not limited to) the following:
 - C1.1. Shall not be of a profit-making nature.
 - C1.2. Shall not conflict with ATHS commonweal.
 - C1.3. Shall not conflict with obligations to the school as a student or a staff member.
 - C1.4. Shall not be against school regulations and policies including this policy.
- C2. Users shall not use the school email system to send any defamatory or indecent materials.
- C3. Users shall not use the school email system to send any material that can cause inconvenience, annoyance, or anxiety.
- C4. Users shall not use the school email system to send any material that promote, either directly

or indirectly, a hostile, harassing, threatening, discriminating, or offensive work environment. Messages created using the school email system shall not include offensive comments about religious beliefs (or practice), sex, disabilities, gender, age, pornography, political belief, marital status, racial or ethnic origins.

- C5. Users shall not use the school email system to send any material that includes statements of a deceptive nature.
- C6. Users shall not use the school email system in such a way that violate the privacy of others or falsely criticize or misrepresent others.
- C7. Users shall not use the school email system to send anonymous emails (by deliberately faking email header information to hide the sender identification) for any reason including flaming.
- C8. Users shall not use the school email system to send non-work related chain letters or joke emails.
- C9. Users shall not use the school email system to send material that would bring the school into disrepute.
- C10. Users shall not use the school email system to send illegal material.
- C11. Users shall not use the school email system to send junk mail of any kind, which include chain letters, press releases, and advertising material.
- C12. Users shall not use the school email system to send material that infringes the copyright of the owner including intellectual property rights.
- C13. Users shall not use the school email system for activities that would waste staff time and efforts (disturb their work) or the school network resources.
- C14. Users shall not use the school email system for activities that unnecessarily serve to deny service to other users.
- C15. Users shall not use the school email system for activities that may destroy or corrupt others' data.

D. Email Quota

- D1. All school email accounts are configured to use a quota limit. A quota limit is determined according to the user role type in the school system.
- D2. Users are responsible for performing a backup of their emails on a regular basis. The procedure of canceling email accounts will be in accordance with the school Account Closure Policy . Unless it is for special accounts, the school does not archive users' account emails.
- D3. Users shall receive a notification email when they are about to consume their quota limit. All users are encouraged to follow the guidelines included in that email. Once a user account mailbox is full, no further email notifications will be sent. It is expected in this situation that the user shall

reduce his/her limit by deleting unimportant files and/or archiving emails into his/her computer hard drive. During this time, all emails received by the server will be sent back to senders.

- D4. The size of a sent or received email has a pre-configured limit. Unless for special accounts, the school email server will not accept sending or receiving emails having a size greater than 10 Mbytes.

E. Virus Checking, Spam, and Junk

- E1. All emails that are sent and received through the school email system shall be checked for malware. The system will block emails containing executable attachments or known malware. Both the sender and the receiving user will be notified about it and the infected emails will be retained for a defined period of time before being deleted from the server.
- E2. Any email marked as a spam by the school email server will be filtered by the system as a junk-email. Such emails will not be blocked but directed to users "Junk E-mail" folder. Users shall clean the folder regularly in order to maintain quota.
- E3. Users shall not open an email attachment from someone they do not know.
- E4. Users shall make sure that their anti-virus or anti-malware programs are up to date and configured to scan emails and attachments for both sent and received messages.

F. Email Aliases and lists

- F1. Staff members shall be assigned email aliases based on their first and last names. The exact alias may not be possible if the required alias is already in use. In such cases, another arrangement will be agreed upon.
- F2. Students shall be assigned email alias using their School Information System (SIS) ID.
- F3. Special email aliases can be assigned to a user or a group of users in case there is a legitimate need for it. In this case, a request form needs to be filled and submitted to the IT department.
- F4. An assigned email alias shall not be changed for any arbitrary reason. However, an email alias can be changed if the justification is legitimate and after receiving a formal approval from the DHSS office.
- F5. Mailing lists are created centrally based on legitimate needs and after being approved by the DHSS office.

1. Email Policy Compliance

The Instructional Technology Department in collaboration with the IT departments will verify compliance to this policy via different methods. Exceptions to this policy must be approved by the DHSS office in advance. Any user who violates this policy may be subject to disciplinary actions up-to and including termination of employment.

2. Email Etiquette

At ATHS, effective email etiquette is considered part of the professional image of staff members, which in turn reflect the professional image of the school. The following guidelines should be adhered to.

2.1 Email Body

- 2.1.1 Start your email with a greeting at all times. Although it is acceptable to use informal greeting (e.g. Hi, Hello, Hey), you need to use formal greetings when addressing an external contact or internal senior people. A formal greeting example would start with the word “Dear” and then followed by the title (e.g. Mr, Mrs, Dr, and Sir) then the first name.
- 2.1.2 Use formal email ending for messages that use formal introduction. The email ending should correspond to the email greeting tone (e.g. “I look forward to hearing from you” for a formal email and “Hope to hear from you soon” for an informal email).
- 2.1.3 It is better to include an email closing in all times (e.g. Sincerely, Yours Truly, Regards, Best regards, Kind regards, Thanks (informal)). Including a courteous greeting when closing an email will help in making your email not seem demanding or concise.
- 2.1.4 Include your email signature to inform about your role and contact phone number. Use the ATHS formal email signature as indicated in Appendix B.
- 2.1.5 Consider the appropriate level of formality when addressing your contacts and make sure that their name are spelled correctly.
- 2.1.6 Use exclamation points wisely in formal emails and it is better to avoid them. Including multiple instances of “!” or “?” (e.g. !!!!, ?????) is normally perceived as rude or arrogant.
- 2.1.7 Avoid using shorthands like LOL, BTW, OMG, etc., When communicating with external contacts. This is also preferable (depending on who) with some internal contacts. Use only common workplace appropriate acronyms such as:

FYI: For Your Information
FYA: For Your Action
NRN: No Reply Necessary
EOD: End Of Day
EOB: End Of Business

- 2.1.8 Make sure that you write emails that do not include fundamental grammar issues. Using tools like “grammarly” would help in making sure that you are writing mistake-free emails.
- 2.1.9 Use emoticons cautiously. The standard smiley face :) is the only one typically accepted emoticon in business.
- 2.1.10 Avoid using text with all caps case in your emails since this can be perceived as shouting. Similarly, avoid using all small case text as it may give the impression of lack of education or

laziness. Maintain professionalism and stick with sentence case.

- 2.1.11 Use friendly language with simple punctuation to avoid misunderstanding your tone.
- 2.1.12 Avoid excess formatting of text in your emails and stick with the standard email font family and size. Underline/Bold/Italicize once and only when necessary to provide further emphasis. This will keep your message clean. Overusing them or using more than one at a time can clutter your message and/or toughen your tone. Use words that express the meaning of your message rather than relying on formatting for emphasis. Using words like “thank you” and “please” go a long way.
- 2.1.13 Avoid using multiple font colours and/or highlighting as much as possible to keep the focus on the message rather than the formatting.
- 2.1.14 Avoid using fancy fonts and stick with only the standard fonts in all computers.
- 2.1.15 Spell-check your writing. Emails with lots of typos normally not taken seriously.
- 2.1.16 Use the word “please” effectively. In some situations where the intention of using the word “please” is simply to be polite, it is perceived as awkward, whiny, or even ominous. For example, instead of saying “What do think of my suggestion, please?” you can say, “Please let me know what you think of my suggestion. Thanks.”
- 2.1.17 Make sure to include all information and relevant details necessary to understand your message. Generalities in emails can cause confusion and unnecessary re-communicating the information back and forth.
- 2.1.18 Avoid sending emotionally charged emails. When replying to an emotional email, walk away from the computer and wait for some time rather than rushing into reacting to it. Reread the email and make sure that you got it right. Avoiding the mistake of letting emotions dictate what is written in an email, is part of being a professional.
- 2.1.19 Refrain from typing incomplete sentences that represent cryptic thoughts or random phrases to avoid unclear communication.
- 2.1.20 Hyperlink a set of words rather than including the full URL in your email body. See the example below:

Avoid: Check this out <http://point.iat.ac.ae/downloads?task=download&id=35>

Better: Check the [New Student Handbook](#)

- 2.1.21 Do not use patterned backgrounds, as it will make text not easy to read.

2.2 Using the “To”, “Subject”, “CC” , and “BCC” fields

- 2.2.1 Always use your discretion when adding addresses in the “To”, “CC”, or “BCC” fields.
- 2.2.2 Avoid sending emails with no subject. Use a brief descriptive subject line to give the recipient some hints about your message core content. The subject should accurately reflect the content of

your email. Moreover, emails with an empty subject are flagged as spam in many email systems.

- 2.2.3 Do not use the subject field as an alternative for including short notifications while leaving the email body blank.
- 2.2.4 Make sure to include only the intended people in the “To” field (those who you would like a response from). Those who are not obligated to respond should be included in the “CC” or “BCC” field.
- 2.2.5 Use the “CC” field to include contacts who you wish to keep in the loop without indicating that the message is specifically to them. Normally, recipients perceive being in the “CC” as not being obligated to respond.
- 2.2.6 Include your direct line manager in the “CC” in all formal emails. However, follow-up emails, thanking emails, notification emails, and other email communications occurring between the initiating email and the concluding email do not necessarily need to have the line manager in the “CC”.
- 2.2.7 Use the “CC” field only when it is important to inform the people in the “CC” about the content of the email. Overusing the “CC” field can lead to ignoring your emails.
- 2.2.8 Never expose other contact’s email addresses to strangers by listing them all in the “To” or “CC” fields. Consider using the “BCC” field.
- 2.2.9 Be very cautious when using the “BCC” field and use it after making sure that your intention is proper. It is inconsiderate to copy others using the “BCC” field for the intention to talk behind someone’s back. Consider using the “BCC” field for the following purposes:
 - a) Protecting someone’s email from being exposed to others. For example, sending a message to a large number of people by including their email addresses in the BCC field so they are invisible to the recipients of the email.
 - b) Letting someone (e.g. your line manager) see the message without being included on all the threads to follow.
 - c) Showing courtesy to someone. For example, someone (e.g. your line manager) may introduce you to a person to initiate a work activity. You respond and include your manager in the BCC so s/he will not receive a flood of emails due to the back and forth responses in the thread.
- 2.2.10 Make sure that people who do not need to view your reply have their addresses removed from the “To”, “CC”, and “BCC” fields.
- 2.2.11 Double-check the email address or addresses you put in the “To”, “CC”, and “BCC” fields prior to sending the email to make sure that these are the correct ones and no other recipients will receive the email by mistake.
- 2.2.12 If you are a newly hired teacher and just starting out your new job, it is suggested that you

“CC” your lead teacher on almost all email communication concerning teaching or the department. By doing so, you will quickly learn which matters your LT really cares about and which matters s/he would rather leave to you for action and decision-making. With enough time, you can gradually choose not to include the lead teacher in the “CC” all the time.

2.3 Attachments

- 2.3.1 Make sure to include the attachment referred to in the body of the message before sending the email.
- 2.3.2 Check file size to make sure that you are not filling the receiver’s inbox. Sometimes, the same document can be saved in a different format that helps in having a smaller file size.
- 2.3.3 Compress or “Zip” large attachments before sending them in an email.
- 2.3.4 Make sure that the recipient will be able to open your attachment by having the corresponding software. It is preferable to use PDF format when possible.

2.4 Sending and Replying to emails

- 2.4.1 Type messages for others as you would have them type for you.
- 2.4.2 Always be concise and keep emails brief and to the point. Long emails can be very discouraging to read.
- 2.4.3 Make sure that your email account is configured to display your name properly in the “From” field.
- 2.4.4 When receiving a message via the school email system by mistake (you are not the intended recipient), notify the sender immediately by a return email and then delete the received email and all attachments. Any dissemination or use of the information by the unintended recipient(s) is unauthorized and may be illegal.
- 2.4.5 Avoid using the “Reply to All” feature to give your point of view to those who may not be interested. Mostly, replying to the sender alone is the proper thing to do.
- 2.4.6 Always acknowledge emails you receive from known senders in a timely manner. Even if the sender did not explicitly request a reply, ignoring emails would be considered unprofessional behavior.
- 2.4.7 Do not use the “Return Receipt” feature on every email you send since it will be viewed as disturbing or annoying.
- 2.4.8 Do not forward emails that urge you to do so even if you see the cause is noble. Such emails are mostly hoaxes and people who will receive it from you will not appreciate it. In case you receive a request to refrain from forwarding emails, know that they have the right to do so. You should not feel offended or take it personally.

- 2.4.9 It is always advisable not to make assumptions when it comes to emails. Prior to reacting to emails, always ask for a clarification.
- 2.4.10 Be cautious when writing emotional or controversial emails. Although it is not right, your emails may be forwarded to others.
- 2.4.11 Avoid discussing a misunderstanding raised in an email by a series of email replies. Following the old fashion way by using the telephone to resolve the matter is considered the right thing to do in most cases.
- 2.4.12 Never use a received email to reply with an entirely new topic. Use a new fresh email for new topics.
- 2.4.13 Use the “high priority” option cautiously. Overusing this option will lead to losing its function when it is really needed. Even more, your message could be perceived as aggressive if you flag it as “high priority”.
- 2.4.14 Do not leave the original email thread when replying to emails by sending a new email. This would make things much easier for the reader especially for new recipients included in the “CC” who will be able to follow with consequent emails because the old communication is included in the body.

3. Dealing with Email Scam

Email scam is an unsolicited email that randomly distributes fraudulent messages to potential victims. Most of these emails generally target access to account numbers and passwords. Never respond to any email that asks you to disclose personal information or send cash.

Email scam can be categorized into two types: spam (or junk) emails and phishing emails. Scams delivered in the form of spam email are designed to trick you into revealing information that help in stealing your identity or defrauding you. These emails may offer you financial, emotional, or physical benefits or may pose as being from a source that you trust such as your bank. These emails ask you to click a link and then disclose your personal information.

Phishing is email scam that is used by criminals to deceive potential victims. These emails pose as being sent from trusted companies such as banks, online shops, credit card companies or other trusted companies. The email contains an embedded link and a message that tries to trick you into clicking on the link to visit the website that looks exactly like the real company website. One example is to urge you to update your password to avoid account suspension. Entering such critical information through the faked website would lead to stealing your information. There are many signs that suggest a fake website such as:

- The sender email address is not consistent with the company’s website address. An email coming from a real company that has a website at the URL <http://www.company.ac.ae> should have an address like something@company.ac.ae. Mostly, email scams are sent from free web mail sites.

- Your proper name is not used in the greeting, which says something like “dear sir” or “dear customer”.
- It has a sense of urgency. An example is to warn you that your account will be closed if you do not act immediately.
- It direct you to a fake website link even if it looks very similar to the real one. Sometimes it is one or two characters different.
- It request for your personal information such as username, address, and password.
- It contains grammar and spelling errors.
- The whole text appear within an image rather than being usual text in the email body.

The most appropriate behavior once you receive an email scam is:

- Do not click on any of the embedded links
- Never reply to the email or contact the sender.
- Do not open any attachments that come with the email.
- Report it to the IT department in your campus.

4. Definitions and Terms

- **Confidential Material:** Material that is classified to be non-public and not to be disclosed to others without special permission or the restrictions on use stated in special agreements.
- **Copyright Infringement:** The use of others work that are protected by copyright law without permission, infringing the rights given solely to the copyright holder such as the right to distribute, reproduce, or display.
- **Email Alias:** A forwarding email address. It is the first part before the ‘@’ symbol.
- **Email Junk:** unsolicited messages (spam) that are sent via email.
- **Email List:** A special use of email were a number of addresses are put in one group, which allows distributing information to many users in one shot.
- **Flaming:** is the act of interaction between two users on the internet in a hostile and insulting manner, which involve the use of profanity.
- **Illegal Material:** Material that is forbidden by UAE laws which include, and not limited to, material with content that promote violence, sex, committing crimes, terrorism, and child abuse.
- **Indecent Material:** “material that, in context, depicts or describes, in terms patently offensive as measured by contemporary community standards for the broadcast medium, sexual or excretory organs or activities” .
- **Intellectual Property Rights:** The rights for the exclusive use of own ideas in the form of patents,

copyrights, inventions, and trademarks. The reasoning is to encourage innovation without being worried that a competitor will steal the idea or take the credit for it.

- **Malware:** Unwanted software that disrupt or damage your computing device. It is normally downloaded from suspicious websites, email attachments, or via an email link.
- **Offensive Material:** Material that likely to invoke unwanted feelings in others like anger, revulsion, hurt, disgust, or disapproval. It also include material associated with aggressive attacks.
- **Phishing:** Fraudulent email that claims to be genuine and contains an embedded link for a fake website that looks exactly the same as the real company's website. It will urge you to click the link to be directed to the fake website in order to enter your personal details.
- **Spam:** unsolicited messages distributed over the internet via emails for the purposes of phishing, advertising, or spreading malware.
- **URL:** Stands for Unified Resource Locator and represents the unique address of a file on the internet.

5. Crossed-Referenced Policies

- Student Device Acceptable Use Policy
- Data Protection Standard
- Account Closure Policy

Policy History

Date Approved: In Process

Date Revised: July 2017

Date Revised: October 2022

For Review: 2025

Policy 4.1.3: Parent Involvement

Purpose

The purpose of this policy is to establish protocols for parent communication within ATHS schools to ensure transparency.

Policy Statement

The role parents play to motivate positive student behavior and academic achievement is highly valued. This is manifested in the various methods followed to maintain communication between school and home.

Implementation Procedures

Parent Teacher Conferences

Parents are invited to meet with academic staff (teachers, lead teachers) once or twice a term. Normally, this is done after System-Wide Quizzes to provide feedback on up-to-date student performance. A second meeting is arranged before End-of-Term exams in order to pinpoint areas for improvement students might have.

Parent Meeting Requests

- Parents are encouraged to contact the school counsellors to set up a meeting with a specific teacher.
- It is the counsellor's responsibility to coordinate parent teacher meeting request outside the formal Parent Teacher Conference. The counsellor communicates meeting request to lead teachers, who then schedule a meeting with the teacher concerned, as per the teacher availability.
- Alternatively, parents can contact the teachers using the school email. Concerned counsellors and lead teachers are to be copied on such forms of correspondence.

Parent Council

The Parent Council is another venue for parents to address their concerns and ideas with the school administration. The VP-Operations sends an invitation to parents for participation. A council is formed with a President, Vice President and Secretary. All contacts of the Parent Council are shared with the parent body. Non-member parents may contact the council members to share their ideas and concerns, and request that specific items be added to the upcoming meeting's agenda.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The School Principals will:

- Be responsible for the overall implementation of the above policy.

The VP-Operations will:

- Organize the collection of participants' names and finalize the list of committee members.

The Social Counsellors will:

- Coordinate with teachers regarding students' behavior and academic performance and report incidents to parents.

The Teachers will:

- Submit regular reports regarding students performance and report to counsellors.

Policy History

Date approved: September 2011

Date Revised: March 2017, June 2021

Date Revised: October 2022

For Review: 2025

Policy 4.1.4: Community Partnerships

Purpose

The purpose of this policy is to promote strong relationships with community partners.

Policy Statement

ATHS schools perceive the community as an integral partner for the growth and development of students both academically and socially. Principals of schools are encouraged to seek partnerships with community organizations following the approval of the DHSS. Such partnerships should be clear from ethical implications and conflicts of interest.

Implementation Procedures

Partnership with Academic Entities

Principals should ensure that partnerships are relevant to the educational progress of students. They should also set procedures that involve community entities in the school. A written description of the partnership including the aspects of the relationship, its time frame and the responsible personnel must be submitted and approved by the DHSS before initiation.

Partnership with Stakeholders

Schools are encouraged to promote the Parent Teacher Student Association (PTSA). This ensures a mechanism for collecting constructive feedback for the development of best academic and social practices. The VP-Operations sends an invitation to teachers, parents, and students for participation. In addition, an organizing committee is formed, short-lists interested members and contacts them to attend meetings.

Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The School Principals will:

- Be responsible for the overall implementation of the above policy.
- Seek partnerships with community organizations.

The VP-Operations will:

- Organize the collection of participants names and finalize the list of committee members.

General Comments::

- Schools should complete a (brief) standardized template for each partnership, stating its purpose, nature and membership, which should be signed by all parties.
- The policy document should define (briefly) the purposes of partnerships with different entities.

- There should be a standardized Conflict of Interest declaration completed, signed and placed on file for all partnership arrangements.
- All partnership meetings should be minuted.
- Social media policy to include a section on the conduct of partners and partnership organizations.

Policy History

Date approved: September 2011

Date Revised: March 2017, June 2021

Date Revised: October 2022

For Review: 2025

Policy 4.1.5: Alumni Affairs

Purpose

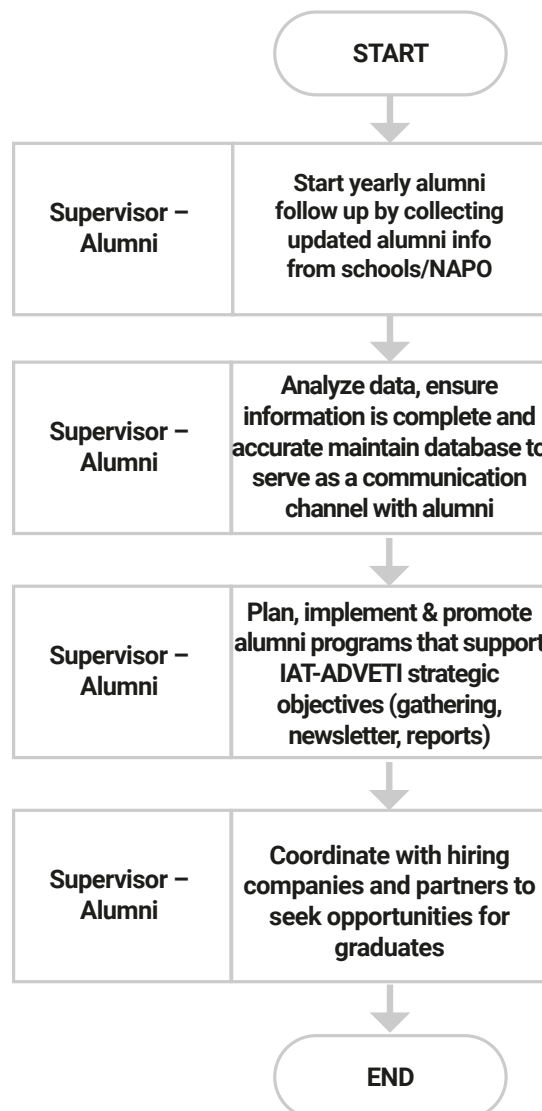
The purpose of this policy is to establish guidelines for maintaining an alumni database in ATHS schools.

Policy Statement

Alumni information is useful for following up on students after their graduation. Such information can be used to involve graduates in the events, activities and opportunities taking place in the schools. The Student Services Department in the schools must maintain a comprehensive record of alumni contact information, their higher education destinations and career pathways.

Implementation Procedures

The Alumni Database is kept and maintained by the Supervisor-Alumni, who collects alumni information from the appropriate national databases, such as other schools, colleges, NAPO, etc. The data is then analyzed and alumni programs that support the schools' strategic objectives are planned. The Supervisor-Alumni, will also coordinate with hiring companies to seek career opportunities for students.



Roles and Responsibilities

The School Directorate will:

- Administer this policy and monitor its effective implementation.

The Senior Manager Student Services will:

- Oversee the alumni database management process in all schools.

The Supervisor-Alumni will:

- Start the yearly alumni follow up process by collecting updated alumni information from various sources.
- Analyze data and ensure information is complete.
- Maintain the database to serve as a communication channel with alumni.
- Coordinate with hiring companies and partners to seek placement opportunities for alumni.

Policy History

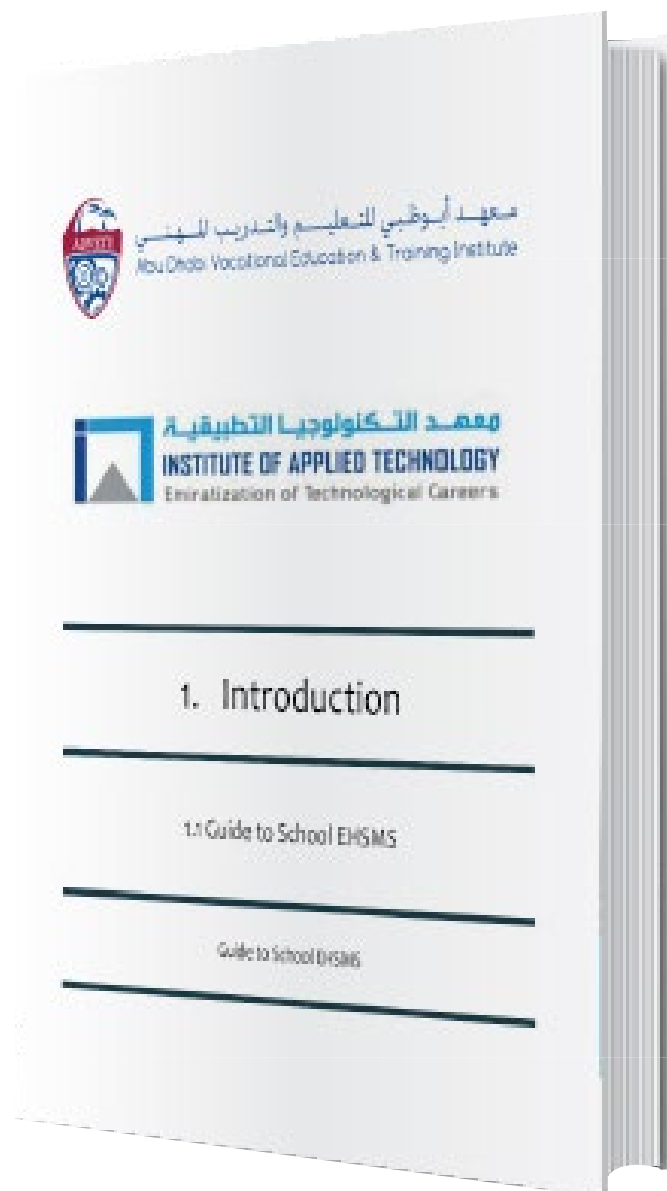
Date approved: September 2011

Date Revised: March 2017

Date Revised: October 2022

For Review: 2025

Appendix A



Appendix B

Formal ATHS Email Signature Format



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ATHS Email Confidentiality Notice

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Appendix C

ATHS Email Password

ATHS staff members use a network password in order to access their emails, shared folders, learning systems, and others. Therefore, it is very important to manage ones password effectively.

Many advices can be given about passwords. One is to choose a strong password. Normally a strong password has the following characteristics:

- Has a minimum of 12 characters (longer is better).
- Contains Capital Letters, Lower-Case Letters, Numbers, and Symbols.
- Is not a Dictionary Word or a Combination of Dictionary Words.
- Is not based on Obvious Substitutions (e.g. the password \$harjah is obvious)

Below are some tips to consider in order to avoid having your password hacked by social engineering, dictionary, or brute force attack methods:

- Do not use your family members and friends names in your passwords.
- Do not use the same password for different important accounts.
- Do not use postcodes, birthdates, phone numbers, Emirates ID card number, etc. in your passwords.
- Do not use an obvious pattern of characters in different important accounts. For example, do not use similar passwords were most of their characters are the same (e.g. ilovemyGmail and ilovemyDropbox) since hacking one account can lead to easily hacking other accounts after easily guessing the pattern.
- Never allow your web browser store your entered passwords because it can be easily revealed.
- Never log in to your important accounts on others computers. The same applies when connected to a public Wi-Fi hotspot or web proxy.
- Never send your password in plain text online via HTTP or FTP connections. Messages sent via these connections can be easily sniffed by hackers. Use encrypted connections instead such as HTTPS and SFTP.
- Change your password every two months.
- Avoid storing your critical passwords in the cloud.
- Never tell your password to anybody in the email.

Glossary of Abbreviations and Terms

ACTVET	Abu Dhabi Center for Technical and Vocational Education and Training
CTE	Career-Technical Education
IAT	Institute of Applied Technology
ATHS	Applied Technology High School
MD	The Managing Director
DHSS	Director of High School System
MoE	Ministry of Education
School Leadership	Principals, Vice Principals and Lead Teachers
VPA	Vice Principals Academics-overseeing academics
VPO	Vice Principals Operations-overseeing operations and services at schools
CDC	Central Discipline Committee
SDC	School Discipline Committee
CAC	Central Academic Committee
SAC	School Academic Committee
SAPET	Saturday Activity Program for Extra-Curricula and Tutoring
CDU	Curriculum Development Unit
AD	Assessment Department
LT	Lead Teacher
PBL	Project based Learning
STREAM	Science, Technology, Reading, Engineering, Arts, Mathematics
BMI	Body Mass Index
HR	Human Resources
HAAD	Health Authority in Abu Dhabi
ADFCA	Abu Dhabi Food Control Authority
ADQCC	Abu Dhabi Quality and Conformity Council
CP	Cumulative Percentage
RPL	Recognition of Prior Learning
ILSP	Individualized Learning Support Program
CML	Contract Modification Letter
SWQ	System-Wide Quiz
EoT	End of Term Exam
EoY	End of Year Exam
SIS	Student Information System
IT	Instructional Technology
LRC	Learning Resource Center
IL	Information Literacy
PTSA	Parents-Teachers-Students Association
EHS	Environment Health and Safety
EHSMS	Environment Health and Safety Management System
AD EHSMS RF	Abu Dhabi Environment, Health and Safety Management System Regulatory Framework
ADEK	Department of Education and Knowledge (Abu Dhabi)
ED SRA	Education Sector Regulatory Authority
AD EHS RI	Abu Dhabi Environment, Health & Safety Management System Regulatory Instrument
PLP	Professional Learning Program

Applied Technology High School

Policies & Procedures Manual 2022-23



ثانوية التكنولوجيا التطبيقية
Applied Technology High School

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