



PAK SHAMAA SCHOOL DOHA-QATAR

ADMISSION

POLICY

Rationale:

To get the knowledge and be literate is the right of every child and the responsibility of every parent. So MOE has made it mandatory for every parent to be educating their child from 3 years to 19 years. For getting proper education every child must be admitted in a school, for that purpose school must have an admission policy.

STEPS OF ADMISSION:

First: - Online Registration for students is opened during March and Last week of August every year.

Second: - The school should decide the mechanism of registration and it should be announced.

Third: - It sets the age for each level as per Ministry of Education's Rule and table attached herewith.

Fourth: - Conduction of Entry Test.

IMPLEMENTATION:

For new admission/registration of the students, following steps will be taken:

- Parents will fill up the admission clearance slip, provided to them by the receptionist. It will be ensured that the spelling of name should be correct in accordance with the passport copy.
- After filling the clearance slip, it will be taken to IT office for admission eligibility to meet the requirement of Ministry of Education.
- After clearance from IT, it will be given to the receptionist for the entrance test.
- The result of the entrance test will be announced within one or two days and reception staff will call the concerned parents about it.
- In case a child does not pass or fails in admission test, school may provide a chance to re-test the student after one week.
- After getting the result, if the student has passed, then the parents can decide whether they want to enroll their child in the school or not.
- After deciding, parents will be required to submit all the documents needed which are as below:
 - Student Passport copy
 - Student QID copy
 - Father's Passport Copy
 - Father's QID copy
 - Birth Certificate Copy
 - Health Certificate Copy
 - School Leaving Certificate
 - Three Passport size Photos
 - Letter of Employment of father
- On transfer basis of SSC or HSSC students, 'no objection certificate' is required in case they come from other than Federal Board of Intermediate and Secondary Education, Islamabad.
- On the basis of result/documents, the Principal's decision for admission will be final.

FEE CONCESSION:

- In case of sibling half fee concession will be granted to fourth (4th) child / or full fee concession may be granted depending upon the situation and management decision.
- If any parent give application for fee concession the management may grant full or half fee concession to needy people depending upon the circumstances.
- Half fee concession will be granted to staff's children.

NOTE: all the fee concession case will be reviewed at the start of each session and will be extended or cancelled depending upon the circumstances for next session.

AGE LIMIT:**KG1, KG2 and Primary: (Grade system Pakistani)**

Class	Age			
	Minimum Age	Maximum Age		
		Day	Month	Year
Pre School	3	29	11	4
KG1	4	29	11	5
KG2	5	29	11	7
Grade 1	6	29	11	8
Grade 2	7	29	11	9
Grade 3	8	29	11	10
Grade 4	9	29	11	11
Grade 5	10	29	11	12
Grade 6	11	29	11	14

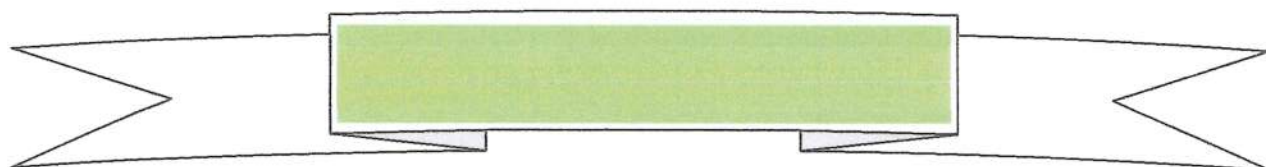
The Preparatory and Secondary Stage: (Grade System Pakistani)

Class	Age			
	Minimum Age	Maximum Age		
		Day	Month	Year
Grade 7	12	29	11	15
Grade 8	13	29	11	16
Grade 9	14	29	11	17
Grade 10	15	29	11	18
Grade 11	16	29	11	19
Grade 12		29	11	20

All students who passed in the previous level in secondary should directly go to the next level.

EVALUATION:

The policy will be reviewed as part of the school's yearly review cycle.



NABILA KAUKAB
PRINCIPAL

M.A. SHAHID
PRESIDENT



AFTER SCHOOL DETENTION POLICY

Rationale:

In order to ensure the safety and well-being of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behavior is of the highest standard, both within and outside of lessons. All staff, therefore, has a responsibility to promote positive behavior, to encourage mutual respect and to install self-discipline in studies.

Where students do not respond positively to the standards and expectations of the school, it may, on occasions, be necessary to impose a fair, reasonable and proportionate sanction. This policy details the guidelines and procedures relating specifically to the issue of an after-school detention by a member of staff.

AIMS:

- To complete work a student has refused to do either in school or at home.
- As a deterrent to repeating behaviours deemed unacceptable on the
- To reflect on behaviours exhibited and to write an alternative course of action should a similar situation arise and/or apologies, explanations as deemed appropriate by coordinator.

IMPLEMENTATION:

- Teachers refer student to co-coordinator with an explanation of why an after-school detention is requested.
- Co-coordinator is responsible for decision and shall inform parents should an after-school detention be deemed appropriate.
- Parents will be informed at least one day before the detention.
- The detention shall be for duration of 45 minutes and will take place in either the coordinator office or student well-being centre.
- It is expected that the student will attend the detention on the night set by the member of staff however this may be negotiated with the parent and re-scheduled if the student has a *prior commitment such as a medical appointment*.
- Alternative measures will be negotiated with parents whose family circumstances are such that the student completion of after-school work would create undue hardship (e.g., where

students regularly supervise younger siblings in the absence of parents, or where limited travel alternatives for students are available).

- It is student's responsibility to report to detention punctually. Failure to do will result in the issue of a further or additional detention or sanction.
- Student will be fully supervised by coordinator.
- It is the responsibility of the parent to arrange transport home from school should they have any concerns regarding the child's safety and well-being travelling home. Students will not be released from detention unless a parent/care is present or a signed note from the parent/care has been received indicating how the child is to get home.
- Where student receive 5 after school detention in a semester he/she will be placed on a behaviour management plan and schedule of regular student support group meetings involving parents/guardian and school staff.

EVALUATION:

The policy will be reviewed as part of the school's three-year review cycle

The policy was last ratified by school BOT in


NABILA KAUKAB
PRINCIPAL


M.A. SHAHID
PRESIDENT



ATTENDANCE

POLICY

Introduction:

According to the laws of the Ministry of Education and Higher Education in the State of Qatar, education is compulsory for children and youth between the ages of 5 to 16 years unless an exemption is granted.

Parents must enroll their children (of pre-school age) in state schools and ensure that the child attends school at all times when the school is open for education.

Students must attend daily to school at the times specified for that, with the exception: -

- Students who have an exemption approved by the school administration.
- Students enrolled in homeschooling and only partially enrolled for certain activities.
- The school principal or his deputy may authorize an exemption and provide written consent for the student to attend or reduce his attendance (partial attendance).

In the event of continuous or separated absence without an acceptable excuse, the parent / guardian must justify the reasons for the absence, and the school will determine whether the excuse provided by the parent is acceptable or not under the laws of the Ministry of Education.

Objectives:

- Achieving the largest amount of attendance and participation for all students in the school.
- Provide students and their families at risk of absence with the necessary support in a timely manner.

Execution:

- Notifying parents of the school's policy of absenteeism and the measures taken by the school administration in the event of repeated absences. These measures are included with an increase in the number of days of absence, at the start of the school year.
- Recording the daily attendance and absence of students in the relevant records.

- Contact the classroom teacher to inquire about the reasons for the student's absence (within three days in the event that no explanation is received from the parent), with the reasons documented in the registry.
- Parents will be urged to notify the classroom teacher of the student's absence before the start of the school day.
- In the event that the student's absence is repeated without an acceptable excuse and the guardian fails to reach the guardian, the student's case will be transferred to the competent authorities and a detailed report of the student's absence will be sent.

A policy to enhance students' attendance

The school follows strategies to control attendance regularity, including:

- Encouraging students to be regular and committed to school attendance, and to be careful not to be absent.
- Creating safe and supportive learning environments for all students through participation in meaningful activities.
- Implement data-driven attendance strategies.
- Providing early identification and supportive intervention for students at risk of poor attendance.
- Access to specialized support for students and individuals with specific behavioral, health, or social problems.
- Provide a distinguished no-show response.
- Supporting students to return to school after absence.

Plans:

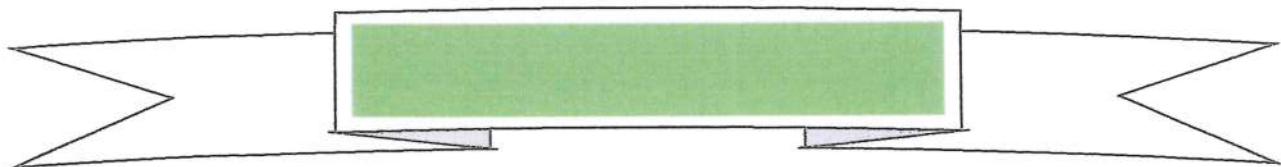
- Follow up on the sporadic and continuous absence of students through the members of the absence committee.
- Providing the necessary support to students at risk of absence, following up the measures taken with them, and helping them to overcome any emergency circumstances that led to absence.
- Developing individual plans for students who need specialist intervention.
- Providing the necessary academic support in the event that a student is absent for a long period of time in absentia.
- Educating parents on a regular basis about the importance of students' attendance at school hours and not being absent.

- The plans will be developed in cooperation with teachers, students, and parents of students who are planning a prolonged absence from school, for example, a family vacation or a class of more than three days.

Measures taken in the absence of students

- Communication with the guardian by the classroom teacher in case the student is absent for (3) days without notice from the guardian of the reason for the absence.
- When the student arrives after (5) separate or continuous days, the guardian is notified of the number of days of absence with a detailed explanation of the measures taken by the school administration in the event of a recurrence. The guardian is also educated about the damages resulting from the student's absence from the low academic level.
- When the student arrives after 7 days, the guardian is summoned and a written pledge not to be absent is taken.
- When the student arrives after 10 days, the guardian is summoned and signed an absence warning.
- When the student arrives after 14 days, the guardian is notified that the student will be deprived of the choices in the event of continued absence, and therefore he will not be allowed to enter the exams if the absence reach 15 days.

Parents are periodically alerted to the detriment of absence on the student's academic achievement, stressing the need to adhere to school attendance, and that if there is any circumstance that the student has that prevents him from attending, he must come to the school and notify it of that, otherwise the student is subjected to strict disciplinary measures in this regard.



NABILA KAUKAB

PRINCIPAL

M.A. SHAHID

PRESIDENT



مدرسة باك شمعة الخاصة

سياسة حضور الطلاب

مقدمة:

وفقاً لقوانين وزارة التعليم و التعليم العالي بدولة قطر ، التعليم إلزامي للأطفال والشباب الذين تتراوح أعمارهم من 5 إلى 16 عامًا ما لم يتم منح إعفاء.

يجب على أولياء الأمور تسجيل أبنائهم (في سن المرحلة التمهيديّة) في مدارس الدولة وضمان حضور الطفل إلى المدرسة في جميع الأوقات عندما تكون المدرسة مفتوحة للحصول على التعليم.

يجب ان ينتظم الطلاب بالحضور اليومي الى المدرسة في الاوقات المحددة لذلك باستثناء:-

- الطلاب الذين لديهم إعفاء معتمد من ادارة المدرسة.
- الطلاب المسجلين بالتعليم المنزلي ومسجلين جزئياً فقط لأنشطة معينة.
- يجوز لمدير المدرسة أو نائبه أن يأذن بإعفاء وتقديم موافقة خطية على حضور الطالب أو تقليل حضوره (حضور جزئي).

في حالة الغياب المتصل او المنفصل بدون عذر مقبول ، يجب على الوالد / ولي الأمر تبرير اسباب الغياب ، وسوف تحدد المدرسة ما إذا كان العذر المقدم من قبل ولي الأمر مقبول أم لا بموجب قوانين وزارة التربية والتعليم.

الأهداف:

- تحقيق اكبر قدر من الحضور والمشاركة لجميع الطلاب بالمدرسة.
- تزويد الطلاب وأسرهـم المعرضين للغياب بالدعم اللازم في الوقت المناسب.

التنفيذ:

- اشعار اولياء الامور بسياسة المدرسة الخاصة بالغياب والاجراءات المتخذة من قبل ادارة المدرسة في حال تكرار الغياب ، وتدرج تلك الاجراءات مع زيادة عدد ايام الغياب، وذلك في بدأ العام الدراسي.
- تسجيل حضور وغياب الطلاب اليومي بالسجلات الخاصة بذلك.
- التواصل من قبل مربية الصف للاستفسار عن اسباب غياب الطالب (في غضون ثلاثة ايام في حال عدم تلقي اي تفسير من ولي الامر)، مع توثيق الاسباب داخل السجل.
- سيتم حث اولياء الامور بضرورة اشعار مربية الصف بغياب الطالب قبل بدأ اليوم الدراسي .
- في حال تكرار غياب الطالب بدون عذر مقبول وتعثّر التوصل الي ولي الامر فسيتم تحويل حالة الطالب الي الجهات المختصة مع ارسال تقرير مفصل بغياب الطالب.

سياسة تعزيز الطلاب على الحضور

تتبع المدرسة الاستراتيجيات لضبط انتظام الحضور منها:-

- تشجيع الطلاب على الانتظام والالتزام بالدوام المدرسي والحرص على عدم الغياب.
- خلق بيئات تعليمية آمنة وداعمة لجميع الطلاب من خلال المشاركة بالانشطة الهادفة.
- تنفيذ استراتيجيات الحضور التي تعتمد على البيانات.
- توفير التعرف المبكر والتدخل الداعم للطلاب المعرضين لاحتمالية ضعف الحضور.
- الوصول إلى الدعم المتخصص للطلاب و الأفراد الذين يعانون من مشاكل سلوكية أو صحية أو اجتماعية محددة.
- تقديم ردًا مميزًا على عدم الحضور.
- دعم الطلاب للعودة إلى المدرسة بعد الغياب.

الخطط:

- متابعة غياب الطلاب المتقطع والمتصل من خلال اعضاء لجنة الغياب.
- تقديم الدعم اللازم للطلاب المعرضين للغياب ومتابعة الاجراءات المتخذة معهم ومساعدتهم لتخطى اي ظروف طارئة ادت الي الغياب.
- وضع الخطط الفردية للطلاب الذين يحتاجون الي تدخل من المتخصصين.
- تقديم الدعم الاكاديمي اللازم في حال تغيب الطالب فترة طويلة غياباً بعذر.
- توعية اولياء الامور بصفة دورية لأهمية انتظام الطلاب بالدوام المدرسي وعدم الغياب.
- سيتم تطوير الخطط بالتعاون مع المعلمين والطلاب وأولياء أمور الطلاب الذين يخططون للغياب المطول عن المدرسة على سبيل المثال ، عطلة عائلية او فصل لأكثر من ثلاثة أيام.

الاجراءات المتخذة لغياب الطلاب

- التواصل مع ولي الامر من قبل مربية الصف في حال غياب الطالب (3)ايام دون اشعار من ولي الامر بسبب الغياب.
- عند غياب الطالب (5) ايام منفصلة او متصلة يتم اشعار ولي الامر بعدد ايام الغياب مع شرح مفصل الاجراءات المتخذة من قبل ادارة المدرسة في حال التكرار كما يتم توعية ولية الامر بالاضرار المترتبة علي غياب الطالب من تدني المستوي الاكاديمي.
- عند غياب الطالب (7) يتم استدعاء ولي الامر واخذ تعهد خطي بعدم الغياب .
- عند غياب الطالب (10) يتم استدعاء ولي الامر والتوقيع علي اذار غياب.
- عند غياب الطالب (14) يتم اشعار ولي الامر بانه سوف يتم حرمان الطالب من الاختبارات في حال استمرار تكرار الغياب وعليه يجب توخي الحذر وعدم توصل الطالب ل(15) يوم الغياب.
- يتم بصفة دورية تنبيه اولياء الامور لاضرار الغياب علي التحصيل الاكاديمي للطلاب والتشديد بضرورة الالتزام بالدوام المدرسي وانه في حال وجود اي ظرف لدي الطالب يمنعه من الحضور يجب الحضور الي المدرسة واشعارها بذلك والا تعرض الطالب للإجراءات التأديبية الصارمة بذلك الشأن.



PAK SHAMAA SCHOOL DOHA QATAR

Behavior evaluation policy

An introduction: -

Based on the Supreme Education Council Resolution No. (1) For the year 2008 regarding behavioral assessment

And the moral in schools, the Ministry of Education places the student at the center of all strategies aimed at developing education, as the student is the true wealth of the nation, in its present and future.

From the standpoint that the school is the place that promotes responsibility, respect and academic excellence in a safe teaching and learning environment, students, teachers and parents must feel safe within the school community, so a clear and codified mechanism must be put in place for all educational interaction procedures regarding students' attitudes and behaviors.

The objectives of the behavior evaluation policy

- **Providing a stable reference that specifies the standards and procedures to be taken to create a safe, encouraging and stimulating environment for teaching and learning.**
- **Familiarizing employees, students and parents with the laws and regulations related to behavior within the school.**
- **Developing the relationship between the teacher and the student on sound educational foundations.**
- **Create an appropriate educational environment for students, teachers, and school administration to achieve the goals of the educational process.**
- **Promote and reinforce positive behaviors and reduce negative behaviors among students by all possible educational means.**

- **Providing clear methods for workers in the educational field to deal with behaviors according to standardized and appropriate educational foundations.**
- **Avoiding non-educational methods in dealing with the undesirable behavior of students.**
- **Confirming the concept of teamwork in managing educational affairs at the school.**
- **Gaining parents' trust through standardization of procedures, equality and justice.**

Roles and responsibilities: -

That encouraging positive behavior falls on the shoulders of the school community as a whole. To implement the policy comprehensively, it is imperative for everyone to fulfill their responsibilities entrusted to them, which are represented in the following

First the school: -

- 1. Providing a distinguished educational level that suits the needs of all students.**
- 2. Developing students' personality in a positive way.**
- 3. Providing a safe and stimulating environment for all.**
- 4. Educating students, parents and school personnel about the rules of behavior and attendance through various means.**
- 5. Treating students and workers with respect and application of justice among them, and helping them to take responsibility for their actions.**
- 6. Enhancing educational values through the general framework of value education and family culture.**
- 7. Encouraging self-discipline, whether for students or workers, and working to promote positive behavior.**
- 8. Constant communication with parents and moving from the principle of common interest to partnership in education seeking to solve violations and problems before they escalate internally.**
- 9. Study students' behavioral violations and take measures commensurate with that violation.**

10. Implementation of the procedures for the degrees of violations related to the educational administrative aspect.
11. Follow up the procedures taken with the students and see the implementation mechanism.
12. Documenting students' behavioral violations, the actions taken with them, and the extent of the response to behavior modification.
13. Holding periodic meetings for parents to raise awareness and apply the principle (education is everyone's responsibility).

Second / Teacher:

1. To be a virtuous educator, to have patience, understanding, and justice, and to abide by the ethics of the profession.
2. To set an example in terms of appearance, clothing and behavior.
3. Respect students and refrain from insulting and insulting.
4. Working to keep abreast of developments and developments in the field of education and developing himself professionally.
5. Staying away from employing his affiliations or promoting them among students.
6. Motivating students and urging them to adhere to positive behavior, virtuous values, and good example.
7. Monitoring the behavioral violations committed by students inside and outside the classroom.
8. Commitment to implementing the educational directives and instructions contained in the code of conduct related to its mission
9. Pedagogical inside and outside the school.
10. Continuous communication with parents to enhance the concept of community and educational partnership in building the student's personality and addressing behavioral violations.
11. The teacher's awareness of the characteristics and needs of the different age groups that he deals with.

Third / the social worker - the psychologist: -

1. To be an exemplary educator and to have patience, understanding and fairness in dealing with students.
2. To be an example in appearance, clothing and behavior.
3. To adhere to the principles, values and ethics of the profession.
4. To respect students and establish positive relationships with them.
5. Working to keep abreast of developments in the field of education, counseling and student guidance.
6. Full cooperation with the school administration in creating a good atmosphere of positive relations between students and activating the educational and awareness aspect of the rules of behavior and attendance for students and their parents
7. Studying the cases of students who repeat behavior and perpetrators of behavioral violations included in the rules, and taking appropriate guiding methods for each case.
8. Commitment to implementing the educational directives and instructions contained in the code of conduct related to its educational mission inside and outside the school.
9. Continuous communication with parents to enhance the concept of community partnership in building the student's personality and addressing behavioral offenses.
10. Striving to solve student problems internally as soon as possible to prevent their aggravation.
11. Monitoring common student violations, studying them and proposing solutions for them.

Fourth / family:

1. Parents should set a good example for their children in appearance, clothing and clothing.
2. Adherence to the Child Rights Law and the Compulsory Education Law No. (25) Of 2001.
3. Continuous monitoring of the academic achievement of their children.

4. **Enabling children to acquire positive behavioral concepts towards school and society and to reinforce them in their personalities.**
5. **Avoid the style of violence in dealing with children.**
6. **Review the school regulations and instructions and discuss them with their children.**
7. **Cooperating with the school in implementing the recommendations received from the school administration in the interest of the good for their children.**
8. **Continuous communication with the school administration and teachers and attending periodic meetings.**
9. **Educate their children and encourage them to comply with school regulations and instructions.**

Student behavior analysis:

Normal positive behaviors- :

The supposed behavior of the student- :

1. **Maintaining the performance of prayers in the school.**
2. **Commitment to the official working hours and respect for school timing.**
3. **Positive participation in school activities and competitions.**
4. **Preserving the school's property and the property of others.**
5. **Commitment to honesty, honesty, careful manners and good manners.**
6. **Commitment to school uniform and school sports uniform.**
7. **A commitment to calm in classrooms, school corridors, and school buses.**
8. **Follow school and classroom laws.**
9. **Respecting others and appreciating their opinions and ideas.**
10. **Cooperating with the school in rejecting the apparent abnormal behaviors in the school.**
11. **Not bringing everything that prevents its use inside the school.**
12. **Respect and appreciation for teachers and school staff, and adhere to the etiquette of talking with them.**

Forms of reinforcing positive behavior:

Moral reinforcement:

It is represented in the expressions of praise, praise and encouragement directed by the teacher to the student due to the student's outstanding performance in schooling, as well as certificates of appreciation, honor plates, and publication in wall newspapers

Physical reinforcement

Such as in-kind incentives, gifts and rewards in various forms

Controls to reinforce positive behavior: -

1. Reinforcement comes immediately after the desired behavior
2. That the reinforcement opportunities are available to all in a fair manner.
3. To direct the reinforcement to the response issued by the student and not to his person
4. The methods of reinforcement should vary between material and moral.
5. Not to repeat the reward to the students themselves and work to follow up the process of awarding prizes fairly.
6. The honor will be made in the presence of students, parents, administrative staff and teaching.

Types of behavioral offenses

Behavioral violations are classified into four grades in ascending order according to their severity from the first degree to the fourth degree, and they are as follows:

First Class Violations	Second Class Violations	Third Class Violations	Forth Class Violations
<ul style="list-style-type: none"> • Delay from attending the first session. • Nuisance inside the classroom. • Taking food and drinks in the classroom. • Continuous interruption while teacher is explaining the lesson. • Sleep inside the classroom. • Morning delay and non-attendance to the assembly. 	<ul style="list-style-type: none"> • Escape from the classroom. • Bring mobile phones. • Not showing respect to students. • Fight with students and using inappropriate words. • Damage to the classroom environment. • Exit the classroom without permission. • Non-performance of homework. • Don't bring books and tools. • Non-compliance with school uniforms and general appearance. • Noncompliance with bus rules and regulation. • Bad use for internet. 	<ul style="list-style-type: none"> • Escape from school during school day. • Destroy the school sources and steal property. • Using indecent language and actions with teachers and managements. • Bring or use dangerous tools such as fireworks or sprays. • Hand fights with damage. • The students rejecting the administrative procedures issued by the school. 	<ul style="list-style-type: none"> • Bring and promote drugs. • Bring cigarettes or smoking them. • Attacks on teacher and administrators. • The assembly aims to harm others. • Bring or use weapons or any sharp instrument. • Photography and publishing pictures inside and outside the school. • Similarity to others' sex. • Sexual harassment in word or deed. • Forging official papers.

Attached:

The measures taken with students are listed according to the behavior policy.

The school administration



مدرسه باك شمعه

سياسة تقويم السلوك

مقدمة

بناءً علي قرار وزارة التعليم رقم (1) لعام 2008، الخاص بالضبط السلوكي والأخلاقي بالمدارس فإن وزارة التعليم تضع الطالب محوراً لكل الإستراتيجيات الرامية الي تطوير التعليم؛ اذ يعد الطالب هو الثروة الحقيقية للوطن في حاضرة ومستقبله.

ومن منطلق أن المدرسة هي المكان الذي يعزز المسؤولية والإحترام والتميز الأكاديمي في بيئة تعليم وتعلم آمنة، يجب أن يشعر فيها كلاً من الطلاب والمعلمين وأولياء الأمور بالأمن داخل المجتمع المدرسي لذلك يجب وضع الية واضحة ومقننة لكل اجراءات التعامل التربوي في مواقف الطلبة وسلوكياتهم.

اهداف سياسة تقويم السلوك

- توفير مرجعية ثابتة تُحدد المعايير والإجراءات الواجب اتخاذها لتهيئة بيئة آمنة ومشجعة ومحفزة على التعليم والتعلم.
- تعريف الموظفين والطلبة وأولياء الأمور بالقوانين والأنظمة الخاصة بالسلوك داخل المدرسة.
- تنمية العلاقة بين المعلم والطالب على أسس تربوية سليمة.
- تهيئة البيئة التربوية والتعليمية المناسبة للطلبة والمعلمين وإدارة المدرسة لتحقيق أهداف العملية التعليمية.
- الارتقاء بالسلوكيات الإيجابية وتعزيزها والحد من السلوكيات السلبية لدى الطلبة بكافة الوسائل التربوية الممكنة.
- توفير أساليب واضحة للعاملين في الميدان التربوي للتعامل مع السلوكيات وفق أسس تربوية مقننة ومناسبة.
- تجنب الأساليب غير التربوية في التعامل مع سلوكيات الطلبة غير المرغوبة.
- تأكيد مفهوم العمل الجماعي في إدارة الشؤون التربوية بالمدرسة.
- كسب ثقة أولياء الأمور من خلال توحيد الإجراءات والمساواة والعدالة.

الأدوار والمسؤوليات

إن تشجيع السلوك الإيجابي يقع علي عاتق المجتمع المدرسي ككل ولتنفيذ السياسة بشمولية فإنه لا بد من قيام الجميع بمسؤولياتهم المناطة بهم والتي تتمثل في الآتي:-

أولاً:- المدرسة

- 1- تأمين مستوي علمي وتعليمي مميز يناسب احتياجات جميع الطلبة .
- 2- تنمية شخصية الطلبة بشكل إيجابي.
- 3- توفير بيئة آمنة ومحفزة للجميع.
- 4- توعية الطلاب وأولياء الأمور والعاملين بالمدرسة بقواعد السلوك والمواظبة من خلال الوسائل المختلفة.
- 5- معاملة الطلاب والعاملين باحترام وتطبيق العدل بينهم ومساعدتهم علي تحمل مسؤولية افعالهم.
- 6- تعزيز القيم التربوية من خلال الإطار العام للتربية القيمية والثقافة الأسرية.
- 7- التشجيع علي الانضباط الذاتي سواء للطلاب او العاملين والعمل علي تعزيز السلوك الإيجابي.
- 8- التواصل الدائم مع اولياء الأمور والانتقال من مبدأ المصلحة المشتركة للشراكة في التربية.
- 9- السعي الي حل المخالفات والاشكالات قبل تفاقمها داخلياً.
- 10- دراسة المخالفات السلوكية للطلاب واتخاذ الإجراءات التي تتناسب مع تلك المخالفة.
- 11- تنفيذ الإجراءات الخاصة بدرجات المخالفات المتعلقة بالجانب الإداري التربوي.
- 12- متابعة الإجراءات المتخذة مع الطلاب والإطلاع علي الية التنفيذ.
- 13- توثيق المخالفات السلوكية للطلاب والإجراءات التي تم اتخاذها معهم ومدى الإستجابة لتعديل السلوك.
- 14- عقد اجتماعات دورية لأولياء الأمور للتوعية وتطبيق مبدأ (التربية مسؤولية الجميع).

ثانياً /المعلم :-

- 1- ان يكون مربياً فاضلاً ويتحلي بالصبر والتفهم والعدالة، ويلتزم بأخلاق المهنة.
- 2- ان يكون قدوة في المظهر والملبس والتصرفات.
- 3- احترام الطلاب والإمتناع عن الإهانة والتجريح.
- 4- العمل على مواكبة التطورات والمستجدات في مجال التربية والتعليم وتطوير نفسه مهنيّاً.
- 5- الابتعاد عن توظيف انتماءاته او الترويج لها بين الطلاب .
- 6- تحفيز الطلاب وحثهم علي الإلتزام بالسلوك الإيجابي والقيم الفاضلة والقدوة الحسنة.

- 7- رصد المخالفات السلوكية المرتكبة من الطلبة داخل الصف وخارجه.
- 8- الإلتزام بتنفيذ التوجيهات والتعليمات التربوية التي تضمنتها قواعد السلوك المتعلقة برسالتها التربوية داخل المدرسة وخارجها.
- 9- التواصل المستمر مع اولياء الأمور لتعزيز مفهوم الشراكة المجتمعية والتربوية في بناء شخصية الطالب ومعالجة المخالفات السلوكية.
- 10- وعي المعلم بخصائص واحتياجات المراحل العمرية المختلفة التي يتعامل معهم.

ثالثاً/ الأخصائي الاجتماعي - الأخصائي النفسي:-

- 1- أن يكون مربيًا مثاليًا ويتحلي بالصبر والتفهم والعدالة بالتعامل مع الطلاب.
- 2- أن يكون قدوة بالمظهر والملبس والتصرفات.
- 3- أن يلتزم بمبادئ المهنة وقيمها وأخلاقياتها.
- 4- أن يحترم الطلاب ويرسخ العلاقات الإيجابية معهم.
- 5- العمل علي مواكبة المستجدات في مجال التربية والتعليم والإرشاد والتوجيه الطلابي.
- 6- التعاون التام مع إدارة المدرسة في إيجاد مناخ جيد من العلاقات الإيجابية بين الطلاب وتفعيل الجانب التثقيفي والتوعوي بقواعد السلوك والمواظبة للطلاب وأولياء أمورهم.
- 7- دراسة حالات الطلاب متكرري السلوك والمركبين للمخالفات السلوكية التي تتضمنها القواعد وإتخاذ الإسهاليب الإرشادية المناسبة لكل حالة.
- 8- الإلتزام بتنفيذ التوجيهات والتعليمات التربوية التي تتضمنها قواعد السلوك المتعلقة برسالتها التربوية داخل المدرسة وخارجها.
- 9- التواصل المستمر مع أولياء الأمور لتعزيز مفهوم الشراكة المجتمعية في بناء شخصية الطالب ومعالجة المخالفات السلوكية.
- 10- السعي الي حل المشكلات الطلابية داخلياً في أكثر وقت ممكن منعاً لتفاقمها.
- 11- رصد المخالفات الطلابية الشائعة ودراستها وإقتراح الحلول لها.

رابعاً/ الأسرة :-

- 1- أن يكون الوالدان قدوة حسنة لإبنائهم في المظهر والملبس والتصرفات.
- 2- الإلتزام بقانون حقوق الطفل وقانون التعليم الإلزامي رقم (25) لسنة 2001 .
- 3- المتابعة المستمرة لمستوي التحصيل الأكاديمي لأبنائهم.
- 4- إكساب الأبناء المفاهيم السلوكية الإيجابية تجاه المدرسة والمجتمع وتعزيزها في شخصياتهم.
- 5- تجنب اسلوب العنف في التعامل مع الأبناء.
- 6- الإطلاع علي أنظمة وتعليمات المدرسة ومناقشتها مع أبنائهم.
- 7- التعاون مع المدرسة في تنفيذ التوصيات الواردة من إدارة المدرسة بمصلحة الصالح لأبنائهم.
- 8- التواصل المستمر مع إدارة المدرسة والمعلمين وحضور الإجتماعات الدورية .
- 9- توعية ابنائهم وتشجيعهم علي الإمتثال للأنظمة والتعليمات المدرسية.

تحليل السلوك الطلابي

السلوكيات الإيجابية السوية:-

السلوك المفترض من الطالب:-

- 1- المحافظة علي أداء الصلوات في المدرسة.
- 2- الإلتزام بالذوام الرسمي وإحترام التوقيت المدرسي.
- 3- المشاركة الإيجابية بالأنشطة والمسابقات المدرسية.
- 4- المحافظة علي ممتلكات المدرسة وممتلكات الآخرين.
- 5- الإلتزام بالصدق والأمانة وأداب الحديث وحسن الخلق.
- 6- الإلتزام بالزي المدرسي والزي الرياضي للمدرسة.
- 7- الإلتزام بالهدوء في الفصول والممرات المدرسية والحافلات المدرسية.
- 8- إتباع القوانين المدرسية والصفية.
- 9- إحترام الآخرين وتقدير آرائهم و أفكارهم.
- 10-التعاون مع المدرسة في رفض السلوكيات غير السوية الظاهرة بالمدرسة .
- 11-عدم إحضار كل ما يمنع استخدامة داخل المدرسة .
- 12-احترام المعلمين وموظفي المدرسة وتقديرهم والإلتزام بأداب الحديث معهم.

اشكال تعزيز السلوك الإيجابي:

1- التعزيز المعنوي:-

يتمثل في عبارات الثناء والإطراء والتشجيع الموجه من المعلم للطالب نظراً لأداء الطالب المتميز في التمدرس وكذلك شهادات التقدير ولوحات الشرف والنشر بصحف الحائط.

2- التعزيز المادي :-

مثل الحوافز العينية والهدايا والمكافآت بأشكالها المختلفة

ضوابط تعزيز السلوك الإيجابي:-

- 1- أن يأتي التعزيز بعد السلوك المرغوب به مباشرة
- 2- أن تكون فرص التعزيز متاحة لدى الجميع بصورة عادلة.
- 3- أن يوجه التعزيز إلى الإستجابة الصادرة عن الطالب وليس إلى شخصه.
- 4- أن تتنوع أساليب التعزيز بين المادية والمعنوية.
- 5- عدم تكرار المكافأة للطلاب أنفسهم والعمل على متابعة عملية منح الجوائز بالعدل.
- 6- يتم التكريم بحضور الطلاب وأولياء الأمور والهيئة الإدارية والتدريسية.

انواع المخالفات السلوكية

تصنف المخالفات السلوكية الي أربعة درجات مرتبة تصاعدياً حسب حدتها من الدرجة الاولى الي الدرجة الرابعة وهي على النحو الاتي:-

مخالفات الدرجة الاولى	مخالفات الدرجة الثانية	مخالفات الدرجة الثالثة	مخالفات الدرجة الرابعة
<ul style="list-style-type: none"> • التأخير عن الحضور للوقت المحدد لبدأ الحصة. • إثارة الفوضى داخل الصف. • تناول الأطعمة والمشروبات داخل الصف دون استئذان. • المقطاعة المستمرة الغير هادفة لشرح المعلم. • النوم داخل الصف. • التأخير صباحاً وعدم حضور الطابور الصباحي. 	<ul style="list-style-type: none"> • الهرب من الحصص الدراسية. • احضار الهواتف النقالة. • التعصب القبلي او المذهبي. • الشجار مع الزملاء واستخدام الألفاظ الغير لائقة. • الإضرار بالبيئة الصفية. • الخروج من الصف دون استئذان. • عدم اداء الواجبات المدرسية. • عدم احضار الكتب والادوات. • عدم الإلتزام بالزي المدرسي والمظهر العام. • عدم الإلتزام بقواعد الحافلات ونظمها. • الإستخدام السيء للانترنت. 	<ul style="list-style-type: none"> • الهروب من المدرسة اثناء اليوم الدراسي. • اتلاف مصادر المدرسة وسرقة ممتلكاتها. • اساءة الأدب مع المعلمين / الإدرين بالقول او الاشارة بحركات مخلة بالأدب. • احضار او استخدام الأدوات الخطرة مثل الألعاب النارية او البغاخات. • المشاجرات بالأيدي مع وقوع ضرر. • رفض الطالب لأي اجراء اداري صادر بحقه. 	<ul style="list-style-type: none"> • حيازة المخدرات او تعاطيها او الترويج لها. • حيازة الممنوعات (السجائر- السويكة) او تعاطيها. • اساءة الأدب مع العاملين والإداريين بالضرب. • التجمع بهدف الايذاء. • حيازة أو إستخدام الأسلحة او اى اداة حادة. • احضار مواد مخلة بالأدب ونشرها. • التصوير ونشر الصور داخل المدرسة او خارجها. • التشبه بالجنس الأخر. • التحرشات الجنسية قولاً أو فعلاً. • تزوير الأوراق الرسمية.

يتم إتخاذ الإجراءات اللازمة وفق سياسة التقويم السلوكي بالإضافة إلى مناقشة المخالفات مع الطلاب في وقت حدوثها وإجراء اتصالات مع اولياء الأمور عند اقتضاء الحاجة

مرفقات/ تدرج الإجراءات المتخذة مع الطلاب وفق سياسة السلوك

إدارة المدرسة



ANTI-BULLYING

POLICY

Definition:

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Rationale:

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

AIMS:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

IMPLEMENTATION:

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- The school will adopt a four-phase approach to bullying.

A.PRIMARY PREVENTION:

- Professional development for staff relating to bullying, harassment and proven counter measures.
- Visibility-signs placed around the school: zero tolerance for bullying and no put down zone.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.

- School-wide positive behavior implemented across the school
- Matrices in relation to our school expectations of
 - ✓ Together we are safe
 - ✓ Together we are respectful
 - ✓ Together we achieve
- The curriculum to include anti-bullying messages and strategies that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- A bullying survey and yard survey will be administered and acted upon twice annually.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Structured activities available to students at recess and lunch breaks.

B. EARLY INTERVENTION:

- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding student and staff to report incidents of bullying.
- Parents encouraged contacting school if they become aware of a problem.
- Well-being room – a designated safe and quiet place for children to access at recess and lunch time by invitation.
- Public recognition and reward for positive behavior and resolution of problems.

C. INTERVENTION:

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students, staff and parents identified by others as bullies will be informed all allegations.
- Both bullies and victims will be offered counseling and support.
- If student bullying persists parents will be contacted and consequences implemented.
- If staff bullying persists the principal will commence formal disciplinary action.
- If parent bullying persists the principal will follow MOE advice and procedures.

D. POST VIOLATION:

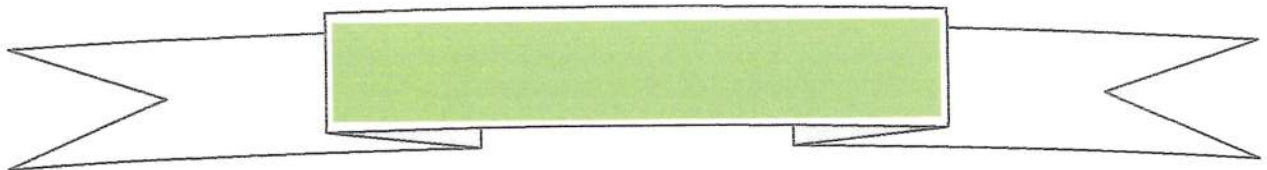
- Consequences for students will be individually based and may involve:
 - ✓ Exclusion from class.
 - ✓ Exclusion from yard.
 - ✓ Ongoing counseling from appropriate agency for both victim and bully.
 - ✓ 1st Warning
 - ✓ 2nd warning
 - ✓ School suspension.
 - ✓ Termination from school
- Ongoing monitoring of identified bullies.
- Rewards for positive behavior.

➤ Consequences for staff will be individually based and may involve:

- ✓ Counseling
- ✓ A period of monitoring.
- ✓ A formal support group.
- ✓ Disciplinary actions.

EVALUATION:

The policy will be reviewed with whole staff, student, parent and community input as part of the school's three-year review cycle



Nabila
NABILA KAUKAB
PRINCIPAL

M.A. Shahid
M.A. SHAHID
PRESIDENT



MEDICAL CONDITIONS & ILL STUDENTS POLICY

Rationale:

All children have the right to feel safe and well, and known that they will be attended to with due care when in need of first aid. The care arrangements are to be read in conjunction with the college student Health (First Aid) policy which outlines the college's responsibility and procedures in respect of our "responsibility to provide equitable access to educate and respond to diverse student needs, including health care needs."

OUR SCHOOL WILL:

- Administer first aid to children when in need in a competent and timely manner.
- Communicate children's health problems to parents when considered necessary.
- Provide supplies and facilities to cater for the administering of first aid.
- Maintain a sufficient number of staff members trained with a level 2 first aid certificate.

IMPLEMENTATION:

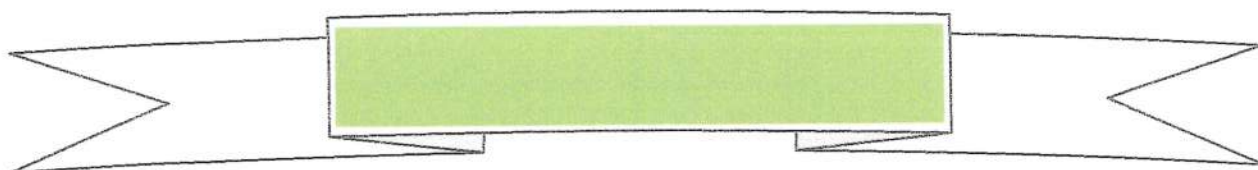
- A sufficient number of staff (including at least 1 administration staff member) to be trained to a level 2 first aid certificate, and with up-to-date CPR qualifications.
- A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a locked cupboard in the first aid room.
- First aid kits will also be available in each wing of the school, as well as the staff room and administration offices.
- A supply of medication for teachers will be available in a locked drawer in the staff room.
- Supervision of the first aid room will part of the daily yard duty roster. Any children in the first aid room will be supervised by a staff member at all times.

- All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the teacher on duty in the first aid room.
- A confidential up-to-date register (kept under lock and key) located in the first aid room will be kept of all injuries or illnesses experienced by children that require first aid.
- All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.
- Minor injuries only will be treated by staff members on duty, while more serious injuries including those requiring parents to be notified or suspected treatment by a doctor-require a level 2 first aid trained staff member to provide first aid.
- Any children with injuries involving blood must have the wound covered at all times.
- **No medication including headache tablet will be administered to children without the express written permission of parents/guardian.**
- Parents of all children who receive first aid will receive a completed form indicating the nature of the injury; any treatment given, and the name of the teacher providing the first aid. For more serious injuries/illnesses, the parents/guardians must be contacted by the administration staff so that professional treatment may be organized. Any injuries to a child's head, neck or back must be reported to parents/guardian.
- Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than "minor" will be reported to hospital.
- Parents of ill children will be contacted to take the children home.
- Parents who collect children from school of any reason (other than emergency) must sign child out of the school in a register maintained in the school office.
- All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action
- All school camps will have at least 1 level 2 first aid trained staff member at all times.
- A comprehensive first aid kit will accompany all camps, along with a mobile phone.
- All children attending camps or excursion will have provided a signed medical form providing medical detail and giving teacher permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms to be taken on camps and excursions, as well as kept at school.
- All children, especially those with a documented asthma management plan, will have access to ventolin and a spacer at all times.
- A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room.
- At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma, diabetes and anaphylaxis management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.

- General organizational matters relating to first aid will be communicated to staff at the beginning of each year. Revisions of recommended procedures for administering asthma, diabetes and anaphylaxis medication will also be given at that time.
- It is recommended that all students have personal accident insurance and ambulance cover.

EVALUATION:

The policy will be reviewed as part of the school's three-year review cycle



Nabila
NABILA KAUKAB
PRINCIPAL

M.A. Shahid
M.A. SHAHID
PRESIDENT



PAK SHAMAA SCHOOL DOHA-QATAR

STUDENTS ASSESSMENT

POLICY

ASSESSMENT PHILOSOPHY:

Pak Shamaa School (PSS) is an international school, offering the Primary and Middle Years Program, matriculation and intermediate Programs by FBISE of Pakistan. Our approach to assessment reflects the philosophy and objectives of these programs. The main objective of assessment at PSS is to provide students with feedback on their learning, in order to allow students to learn and improve further. Teachers are expected to use assessment results to inform their planning of further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning.

WE BELIEVE ASSESSMENT SHOULD:

- Be varied – using a variety of tools and strategies, both formal and informal
- Be done formatively as well as summative
- Allow for all students to be successful
- Be differentiated according to the needs of students
- Provide opportunities for students to demonstrate understanding and broad interpretation of concepts learned
- Be transparent to all stakeholders – with clear criteria for success
- Allow for student choice – putting the student at the centre
- Assess all elements of the programs offered – not just knowledge and skills
- Drive instruction, guide learning and inform curriculum planning
- Lead to reflection about learning
- Provide opportunities to give timely feedback on the learning process
- Involve teachers, students, peers and parents.

ASSESSMENT IN THE PRIMARY AND MIDDLE YEARS

Assessment – How will we know what we have learned?

Assessment is integral to all teaching and learning.

It is central to the primary and middle years' goal of thoughtfully and effectively guiding students through the five essential elements of learning:

1. The acquisition of knowledge,
2. The understanding of concepts,
3. The mastering of skills,
4. The development of attitudes
5. And the decision to take action.

The prime objective of assessment is to provide feedback on the learning process.'

TYPES OF ASSESSMENT

FORMATIVE ASSESSMENT:

Most of the ongoing assessment is formative in nature, meant to inform planning and instruction. Formative assessment is assessment for learning and plays an integral part in the teaching and learning cycle.

SUMMATIVE ASSESSMENT:

Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each Unit of Inquiry or stand-alone unit of work in any subject has a summative assessment task(s) at the end of the unit, feedback on which is reported to head of wing for parents to see.

ASSESSMENT TOOLS AND STRATEGIES

We use a wide variety of assessment tools and strategies, always aiming for the tool or strategy that is most appropriate and will give us the most reliable information. We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand.

SAMPLES OF TOOLS AND STRATEGIES ARE:

1. Observation
2. written responses
3. checklists
4. Oral test
5. Class activities and small projects
6. Quizzes
7. Class presentations

REPORTING PROCEDURE IN PRIMARY AND MIDDLE LEVEL:

School follows the following reporting cycle throughout each school year:

Weekly and monthly reports based on class tests and results are attached with students' notebooks.

Written reports or result cards are published in June, December and March

Exam coordinators receive an Internal Memo from principal before term or semester Examination. All assessment dates for term exam are published by exam coordinators. School offers three semesters or terms in an academic year.

SCHEDULE OF THE TERM EXAMS ARE AS FOLLOW:

1st Term Examination (Term Duration April – June)

First Term Examination will be conducted in June.

2nd Term Examination (Term Duration Sep – Nov)

Second Term Examination will be conducted in Nov.

3rd Term Examination (Term Duration Dec – Mar)

Final term Examination will be conducted in March.

Final result is prepared on the basis of performance of the students in Term Exams and final Exam.

2nd ANNUAL EXAMS:

If any student cannot pass all the subjects in final exams or want to improve his/her grades he/she will be given a chance to reappear in 2nd Annual Exams.

RESULT MEETING:

After compilation of result in every term, exam coordinators have result meeting with principal in the presence of heads of different wings. Individually all classes and students are discussed in result meeting. School declares result of every term. Different strategies are designed for improvement of Examination system and Students weaknesses.

HOW DO STUDENTS RECEIVE RESULT CARD?

Teachers give feedback to students within two weeks after the assessment date. The feedback focuses on the Term exam and Exam meeting with principal and heads of wings.

WHAT IF THE ACHIEVEMENT LEVEL IS VERY LOW?

If the achievement level is very low or if the Examination Team or teachers feel that the student has performed considerably less than expected:

1. Teachers will make strategy to improve student's learning.
2. Teachers will also be contacting parents to intervene.
3. In addition, the student is required to complete the task and they will be encouraged to put more effort towards studies.
4. In some cases, Examination team will issue warning to students in accordance with their poor performance.
5. The student might be required to complete the task during class lesson time or at home.

PARENT TEACHER MEETING (PTM)

After the result of first and second terms, School arranges PTM. Parents are invited to meet with their child's teachers to discuss academic progress and social-emotional development of the student. There is also opportunity to meet with Subject teachers. Teachers share evidence of progress and strategies forward, as well as address ways in which parents can support their child at home.

WHAT IS THE HOMEWORK POLICY?

All students are expected to continue their learning outside of their classroom. This could be revising what is learnt in class or working of tasks that are assigned to be completed outside of class. Teachers assign homework of maximum two subjects in one day. Homework schedule is pasted in every class.

INTERNAL ASSESSMENT IN SCC (9 & 10 GRADES) & HSCC (11 & 12 GRADES):

Assessment is a continuous process of evaluating teaching and learning. It is an essential tool that is used to improve and assist learning.

Through assessment students will be informed about their development in learning and will be able to identify what needs to be done to improve further. Strengths and weaknesses are identified through assessment, although it never seeks to catch students out. Assessment results enable teachers to adjust and design lessons that support all students and provide challenging experiences in the subject taught. Assessment also provides feedback on the students' approaches to learning and informs planning for approaches to teaching. Assessment in the SCC and HSCC level supports curricular goals and encourages appropriate student learning. The emphasis is on criterion related as opposed to norm-referenced assessment. This method of assessment judges student work in relation to identified levels of attainment, rather than in relation to the work of other students.

Formative assessment enables teachers to address the needs of individual students when planning units of work and designing learning activities. The emphasis here is on making the student a better judge of his or her own performance and then helping him or her develop strategies to improve. Formative assessment focuses on assessment as an essential learning process (learning how to learn).

At this level assessment is directly contributing to semester grades, predicted grades and internal assessment grades. It is conducted primarily in the form of pre board exams and also in the form of in class unit tests, projects and internal assessment tasks. The internal assessment final grade also contributes towards a proportion of the final external assessment.

The main goal of summative assessment is to support and encourage appropriate student learning. Formal Examination Sessions in IX – X Grades, Internal Exams are held in November and for XI - XII Grades internal Exams are held in December. Teachers are required to continuously record the progress of students. These records are available to individual students and parents. Records need to be simple, clear and precise. Reporting systems during the course of one school year PSS aims to formally report to all parents.

CAREER COUNSELING:

Before students' enrollment in SSC and HSSC, School arranges career counseling for the awareness of students. Senior teachers discuss about the importance of different fields like pre-medical, pre-engineering and Arts Subjects in order to guide students according to their aptitude.

STRATEGIES FOR INTERNAL ASSESSMENT:

- The following list illustrates some practices that school uses for internal assessment:
- Student self-evaluation supported by the teacher
- Systematic use of detailed assessment criteria like performance based weekly assessment to measure the students' progress.
- Assessment tools which are primarily used for summative assessment adapted to use as formative assessment. Sendups for 9 & 10 Grades are conducted in November and for 11 & 12 Grades are conducted in December.
- After Mock Exam, School issues a schedule of crash tests for further progress. Result of crash tests are discussed with principal and weekly report is sent to parents.
- Before board Examination, students appear in pre- board exam to check their performance to make them ready for external assessment.

Class tests and crash tests, Mock Exam and pre-board Examination reports for SCC and HSCC level contain the following information:

- An examination grade
- An Internal assessment grade
- Approaches to learning expectations

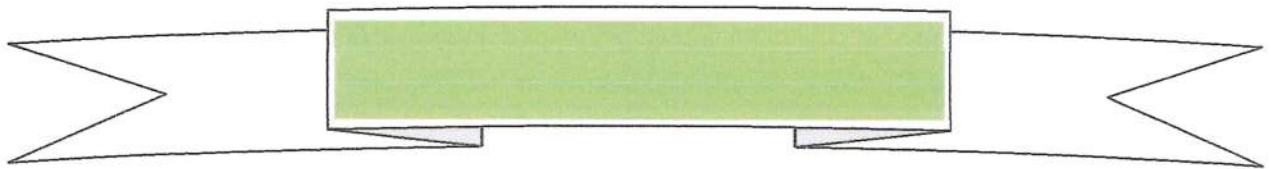
- A comment from the teacher addressing the student that gives forward strategies based on performance to date that includes student targets for improvement with a clear indication of how they may be achieved.

PARENT TEACHER MEETING

Parents are invited to meet with their son's/daughter's subject teachers to discuss academic progress after internal assessment. A snapshot-report indicating the cumulative achievement grades will be made available shortly before the conferences.

EVALUATION:

The policy will be reviewed with whole staff, student, parent and community input as part of the school's three-year review cycle



NABILA KAUKAB

PRINCIPAL

M.A. SHAHID

PRESIDENT



مدرسة باك شمعة الخاصة – قطر

سياسة تقييم الطلاب

فلسفة التقييم

مدرسة باك شمعة تقدم برامج لسنوات المرحلتين الأولى والمتوسطة وبرامج لشهادة الثانوية العامة والإعدادية من خلال المجلس الفيدرالي للتعليم المتوسط والثانوي بباكستان. يعكس نهجنا في التقييم فلسفة وأهداف هذه البرامج. الهدف الرئيسي للتقييم في مدرسة باك شمعة هو تزويد الطلاب بملاحظات عن تعلمهم للسماح للطلاب لمزيد من التعليم والتطور. ويتوقع من المدرسين استخدام نتائج التقييم للإعلام عن خططهم لمزيد من الخبرات التعليمية. ويعتبر التقييم المتكرر والمنظم جزء لا يتجزأ من عملية التدريس والتعلم.

نؤمن بأن التقييم يجب أن:

- يكون متنوعا – باستخدام العديد من الأدوات والسياسات الرسمية وغير الرسمية.
- يتم تكوينيا وكذلك ختاميا
- يتيح النجاح لجميع الطلاب
- يكون متميزا طبقا لاحتياجات الطلاب
- يوفر الفرص للطلاب لإظهار فهمهم وتفسيرهم الشامل للمفاهيم التي تم تعلمها
- يكون شفافا لكل الأطراف المعنية – مع معايير واضحة للنجاح
- يسمح للطالب بالاختيار – التركيز على الطالب
- يقيم كل عناصر البرامج المقدمة – وليس فقط المعرفة والمهارات
- يدفع التعليمات ويوجه التعليم واعلام التخطيط للمناهج الدراسية
- يؤدي الي التفكير في التعليم
- يتيح الفرص لإعطاء ردود فعل في الوقت المناسب عن العملية التعليمية
- يشمل المدرسون، الطلاب، الأقران واولياء الأمور

التقييم في السنوات الأولى والمتوسطة

التقييم – كيف سنعرف ما تعلمنا؟
التقييم مكمل لكل عمليات التدريس والتعلم

يعتبر التقييم امرا أساسيا لسنوات المرحلتين الأولى والمتوسطة لهدف توجيه الطلاب بعناية وفعالية من خلال الخمس عناصر الأساسية للتعليم:

- 1- اكتساب المعرفة
 - 2- استيعاب المبادئ
 - 3- اتقان المهارات
 - 4- تحسين السلوكيات
 - 5- وقرار التصرف واتخاذ اجراء
- الهدف الرئيسي للتقييم هو تقديم ردود فعل (ملاحظات) عن العملية التعليمية

أنواع التقييم

التقييم التكويني:

معظم التقييمات المستمرة تكوينية بطبيعتها، تهدف لإبلاغ الخطط والارشادات. التقييم التكويني هو تقييم للتعلم ويلعب دورا مكمل في دورة التعليم والتعلم.

التقييم الختامي:

تم تصميم مهام التقييم الختامي لإعطاء معلومات عما يمكن للطلاب القيام به ومعرفته وفهمه في نهاية وحدة العمل. كل وحدة استفسار او وحدة عمل قائمة بذاتها في أي موضوع لديها مهمة تقييم (تقييمات) ختامي في نهاية الوحدة، يرسل تقرير لرئيس القسم بالملاحظات عليها لاطلاع أولياء الأمور عليها.

أدوات وسياسات التقييم

نقوم باستخدام مجموعة واسعة من أدوات وسياسات التقييم، ونهدف دائما الي الأداة او السياسة الأكثر ملائمة والتي سوف تمنحنا المعلومات الأكثر وثوقا. نهدف لمنح جميع الطلاب الفرصة ليكونوا ناجحين ويكونوا قادرين على اظهار ما يعرفونه، ما يمكنهم القيام به ويفهمونه.

تلك عينات للأدوات والسياسات:

- ١- الملاحظة
- ٢- استجابات مكتوبة
- ٣- قوائم مراجعة
- ٤- اختبار شفوي
- ٥- أنشطة داخل الفصل ومشاريع صغيرة
- ٦- اختبارات
- ٧- عروض تقديمية داخل الفصل

إجراءات إعداد التقارير في المرحلتين الابتدائية والمتوسطة:

تتبع المدرسة الدورة التالية لإعداد التقارير على مدار كل عام دراسي:

يتم ارفاق التقارير الأسبوعية والشهرية بناء على اختبارات ونتائج مع دفاتر الطلاب.

تنشر التقارير المكتوبة او بطاقات النتائج في يونيو، ديسمبر ومارس.

يتسلم منسقو الامتحانات مذكرة داخلية من مدير المدرسة قبل امتحان الفصل الدراسي.

يقوم منسقو الامتحانات بنشر مواعيد التقييمات لامتحانات الفصل الدراسي. تقدم المدرسة ثلاثة فصول دراسية في العام الدراسي.

جدول امتحانات الفصول الدراسية كالتالي:

١- امتحان الفصل الدراسي الأول (مدة الفصل الدراسي من ابريل حتى يونيو)
سيتم عقد امتحان الفصل الدراسي الأول في شهر يونيو

٢- امتحان الفصل الدراسي الثاني (مدة الفصل الدراسي من سبتمبر حتى نوفمبر)
سيتم عقد امتحان الفصل الدراسي الثاني في شهر نوفمبر

٣- امتحان الفصل الدراسي الثالث (مدة الفصل الدراسي من ديسمبر حتى مارس)
سوف يعقد امتحان الفصل النهائي في شهر مارس

يتم إعداد النتيجة النهائية على أساس أداء الطلاب في امتحانات الفصل الدراسي والامتحان النهائي

اجتماع النتيجة:

بعد تجميع نتيجة كل فصل دراسي، يجتمع منسقو الامتحانات مع مدير المدرسة بحضور رؤساء الأقسام المختلفة. يتم مناقشة نتائج كل الفصول الدراسية والطلاب بشكل فردي في اجتماع النتيجة. تعلن المدرسة نتيجة كل فصل دراسي. تم تصميم سياسات مختلفة لتحسين نظام الامتحانات وجوانب ضعف الطلاب.

كيف يتسلم الطلاب بطاقة النتيجة؟

يقوم المدرسون بتقديم ملاحظاتهم للطلاب في غضون أسبوعين بعد تاريخ التقويم. تركز الملاحظات على امتحان الفصل الدراسي و اجتماع النتيجة مع مدير المدرسة ورؤساء الأقسام.

ماذا يحدث لو كان مستوي الإنجاز منخفضا جدا؟

إذا كان مستوي الإنجاز منخفضا جدا او اذا شعر فريق الامتحان او المدرسون ان أداء الطالب اقل بكثير من المتوقع:

- ١- سيضع المدرسون سياسة لتحسين تعلم الطلاب
- ٢- سيقوم المدرسون بالاتصال بأولياء الأمور للتدخل
- ٣- بالإضافة لذلك، يطلب من الطالب استكمال المهمة وسيتم تشجيعه لبذل مزيد من الجهد في الدراسة
- ٤- في بعض الحالات، سوف يصدر فريق الامتحان تحذير للطلاب وفقا لأدائهم الضعيف
- ٥- قد يطلب من الطالب استكمال المهمة اثناء وقت الدرس بالصف او بالمنزل

اجتماع أولياء الأمور والمدرسين

بعد نتيجة الفصلين الدراسيين الأول والثاني، تقوم المدرسة بترتيب اجتماع لأولياء الأمور والمدرسين. يدعي أولياء الأمور للقاء مدرسي ابناءهم لمناقشة تقدمهم في الدراسة والتطور الاجتماعي والنفسي للطلاب. كذلك تتوفر الفرصة لمقابلة مدرسي المواد. يقوم المدرسون بمشاركة دلائل التقدم والسياسات المستقبلية، بالإضافة الي تقديم طرق عن كيفية قيام أولياء الأمور بدعم أبنائهم في المنزل.

ماهي سياسة الواجبات المدرسية؟

يتوقع من جميع الطلاب مواصلة تعلمهم خارج الفصول الدراسية. وقد يكون هذا مراجعة لما تما تعلمه في الفصل او تأدية المهام التي طلب منهم استكمالها خارج الفصل. يكلف المدرسون الطلاب بأداء الواجب المدرسي بحد اقصى مادتين دراسيتين في اليوم. يتم تعليق جدول الواجبات المدرسية في كل فصل دراسي.

التقييم الداخلي في شهادة المدرسة الثانوية (الصف التاسع والصف العاشر) شهادة المدرسة الثانوية العليا (الصف الحادي عشر والصف الثاني عشر)

التقييم عملية مستمرة لتقييم التدريس والتعلم. انه أداة رئيسية تستخدم لتحسين التعليم ومساعدته. سيتم ابلاغ الطلاب من خلال التقييم بتقدمهم في الدراسة وسيكونون قادرين على تحديد ما يجب القيام به لمزيد من التحسين. يتم تحديد جوانب القوة والضعف من خلال التقييم علماً بان هذا لا يسعى ابدا الي الإساءة للطلاب. تمكن نتائج التقييم المدرسين من تعديل وتصميم الدروس التي تدعم كل الطلاب وامداد خبرات للتحدي في المادة التي يتم تدريسها. يوفر التقييم أيضا ردود فعل عكسية عن قرب الطلاب للعملية التعليمية وتقديم خطط للاقتراب من عملية التدريس. يدعم التقييم في مراحل الشهادة الثانوية والشهادة الثانوية العليا اهداف المناهج الدراسية ويشجع على تعليم مناسب للطلاب. وينصب التركيز على المعيار المرتبط بدلا من التقييم المعياري. تحكم طريقة التقييم هذه على عمل الطالب فيما يتعلق بمستويات التحصيل المحددة و ليس فيما يتعلق بعمل طلاب اخرين. يمكن التقييم التكويني المدرسين من تحديد احتياجات الطلاب الفردية عند تخطيط وحدات العمل وتصميم أنشطة التعلم. ينصب التركيز هنا على جعل الطالب حكما أفضل على ادائه ومن ثم يساعده على تطوير سياسات للتحسن. يركز التقييم الكوني على التقييم كعملية تعليمية أساسية (تعلم كيف تتعلم).

يساهم التقييم في هذا المستوي بشكل مباشر في درجات الفصل الدراسي، الدرجات المتوقعة ودرجات التقييم الداخلي. يتم عقدها في المقام الأول في شكل امتحانات تمهيدية وكذلك في شكل اختبارات وحدة الفصل، مشاريع ومهام تقييم داخلي.

ان الهدف الرئيسي من التقييم الختامي هو دعم وتشجيع تعليم مناسب للطلاب. تعقد الامتحانات الرسمية في الصفين التاسع والعاشر، والامتحانات الداخلية في شهر نوفمبر وتعقد الامتحانات الداخلية للصفين الحادي عشر والثاني عشر في شهر ديسمبر. يطلب من المدرسين تسجيل تقدم الطلاب بشكل متواصل. هذه السجلات تكون متاحة للطلاب واولياء الأمور بشكل فردي. يجب ان تكون السجلات بسيطة، واضحة ودقيقة. تهدف أنظمة التقارير خلال العام الدراسي الواحد بمدرسة باك شعبة الي ابلاغ جميع أولياء الأمور رسميا.

تقديم المشورة المهنية

تقوم المدرسة بتقديم المشورة المهنية للطلاب قبل تسجيلهم في الشهادة الثانوية والشهادة الثانوية العليا وذلك لتوعيتهم. يناقش كبار المدرسين أهمية المجالات المختلفة مثل مواد ما قبل الطب و ما قبل الهندسة والفنون لكي ترشد الطلاب وفقا لقدراتهم.

سياسات التقييم الداخلي:

توضح القائمة التالية بعض الممارسات التي تستخدمها المدرسة للتقييم الداخلي:

- التقييم الذاتي للطلاب بدعم من المدرس
- الاستخدام المنهجي لمعايير التقييم التفصيلية مثل التقييم الأسبوعي القائم على الأداء لقياس تقدم الطلاب
- تكييف أدوات التقييم التي تستخدم في المقام الأول للتقييم الختامي للاستخدام كتقييم تكويني. تعقد امتحانات الصفين التاسع والعاشر في شهر نوفمبر وتعقد امتحانات الصفين الحادي عشر والثاني عشر في شهر ديسمبر.
- بعد الامتحان التجريبي، تصدر المدرسة جدولاً زمنياً للاختبارات المفاجئة لمزيد من التطوير. تناقش نتائج الاختبارات المفاجئة مع مدير المدرسة ويتم ارسال تقرير اسبوعي الي اولياء الأمور.
- قبل الامتحان التمهيدي، يظهر الطلاب في الامتحان التمهيدي للتأكد من أدائهم لجعلهم مستعدين للتقييم الخارجي.

تحتوي تقارير كل من اختبارات الفصل والاختبارات المفاجئة والاختبارات التجريبية والاختبارات التمهيدية لشهادة المدرسة الثانوية وشهادة المدرسة الثانوية العليا على المعلومات التالية:

- درجة الامتحان
- درجة التقييم الداخلي
- الوصول لتوقعات التعليم
- تعليق من المدرس بخصوص الطالب الذي يقدم سياسات مستقبلية مبنية علي الأداء حتي تاريخه تتضمن اهداف الطالب للتعلم مع إشارة واضحة لكيفية تحقيقها.

اجتماع أولياء الأمور والمدرسين
يتم دعوة أولياء الأمور للقاء مدرسين المواد لأبنائهم لمناقشة التقدم الدراسي بعد التقييم الداخلي. يتم إتاحة تقرير موجز يوضح درجات الإنجاز التراكمية قبل الاجتماعات بفترة قصيرة.

تقييم:
سيتم مراجعة السياسات مع جميع طاقم الموظفين، الطلاب والمجتمع كجزء من دورة المراجعة كل ثلاث سنوات

رئيس مجلس الإدارة
محمد أسلم شاهد

مديرة المدرسة
نبيلة كوكب



SUPERVISION & SAFETY POLICY

POLICY OBJECTIVE:

To ensure that PSS staff have an adequate awareness and understanding of their duty of care obligations and responsibilities to provide adequate supervision to students.

To ensure that PSS staff conducts themselves at all times consistently with these legal obligations and responsibilities.

POLICY STATEMENT:

Principal and teachers have a special duty of care in relation to their students to take steps that are reasonable in the circumstances to protect students from risks of injury that should reasonably have been foreseen. This duty includes the duty to provide an adequate system of supervision.

The duty is not to prevent injury in all circumstances. It is a duty to take reasonable steps to prevent injury which is known or foreseeable. The question of what are reasonable steps will depend on the individual circumstances of the case, and consideration of the following factors:

- The probability that the harm would occur if care was not taken
- The likely seriousness of the harm
- The burden of taking precautions to avoid the risk of harm.
- The social utility of the activity that creates the risk of harm.

The duty may, in some circumstances, extend outside school hours and outside the school premises. This will depend on whether the relationship between staff and student extends to the individual circumstances, whether the risk was known or foreseeable, and whether there were any reasonable steps that could be taken to prevent the injury from occurring.

The duty is no-delegable, meaning that it could not be assigned to another party.

SUPERVISION POLICY:

The Vice Principal is responsible for ensuring that there is an adequate system of supervision in place during school hours, before and after school, and on school excursions and camps.

Teachers and other school staff are responsible for following reasonable and lawful instructions from the Principal, including instructions to provide supervision to students at specific dates, times and places.

Before school & After School

Students must be supervised for a minimum of 20 minutes before and after school. This supervision may include some or all of the following:

- Monitoring of entry or exit points and/or designated pick up and drop off areas.
- Supervision of the arrival and departure of school contract buses.
- Yard supervision.
- Classroom supervision.

At PSS supervision at the beginning of the school day will commence at 6:30am. This supervision will include a teacher on active duty on the asphalt area of the school and all classroom teachers in classrooms.

Supervision at the end of the school day will be provided until 2:15pm. This supervision will include a teacher on yard duty on the asphalt area of the school and a teacher supervising student and parent in parking area.

If a parent, guardian drops off or otherwise arranges for a student to be on the school premises before supervision commence at the beginning of the day, the Principal will, as soon as practicable, follow up with the parent, guardian to

- Advise of the supervision arrangements before school, and
- Request that the parent, guardian or carer make alternate arrangement.

If a parent, guardian has failed to collect the student after school, the next step may include some or all of the following:

- Attempting to contact the parents, guardian.
- Attempting to contact the emergency contacts.
- Placing the student in the out of school hours care program(if appropriate)

Classroom

The classroom teacher has ultimate responsibility for the supervision of all students in their care.

This duty cannot be delegated to external education providers' parents or trainee teachers.

In addition, no student should be left unsupervised outside the classroom as withdrawal consequences for misbehavior. Withdrawal from the classroom is only to occur in accordance with the school's policy.

If a teacher needs to leave the classroom unattended at any time during a lesson, he or she should contact their buddy teacher or the PTI for assistance. The teacher should then wait until alternate supervision is being provided prior to leaving the classroom.

Recess and Lunch times

The Principal is responsible for ensuring that students are adequately supervised during recess and lunch. This involves designating areas in the yard, and developing a roster for staff to supervise students in the designated area for the time indicated in the roster.

At PSS the Vice Principal is responsible for preparing and communicating the yard duty roster. The designated yard duty areas for lunch breaks are as follows.

- A- Which include supervision of the senior playground and ensuring students do not go into out of bounds areas behind the school.
- B- Including the canteen area and students toilet at the end of each Wing.
- C-Playing area inside the premises for junior classes.

Teachers who are rostered for duty must remain in the designated area until the end of the break period, or until replaced a relieving teacher, whichever is applicable. During yard duty, supervising teachers should be guided by the following:

- In all yard duty area teachers are expected to methodically move around the area rather than remain static in the one position. This increases the ability to appropriately monitor student activity.
- Be alert and vigilant.
- Intervene if potentially dangerous behavior is observed in the yard.
- Enforce behavior standards and implement logical consequences for breaches of safety rules.
- Ensure that students who require first aid assistance receive it as soon as possible.

Late Arrival & Early Departure

The Principal will ensure that the school has a procedure in place for the safe collection and drop off of students at school during school hours (e.g., late arrival or an early departure). This will include a record of the date and time, the reason for the late arrival or early departure, and the person who has authorized the late arrival or early departure.

Late arrival at PSS

- Children who arrive between 7:10am and 7:30am collect a Late Pass from the office and go to class.
- Children who arrive after 7:30am collect a Late Pass from the office and have their names and time of arrival recorded in the late book.
- The Principal, Class team or attendance officer will contact families of children who are consistently or frequently late.

In relation to early departure from school, the procedure will also include:

- Persons collecting students prior to the end of the school day must attend the office and complete an early leave form which must be presented to the classroom teacher prior to the child leaving.
- Students will only be permitted to leave the school premises under the supervision of a parent or another person authorized by parents to collect the student.
- If the person collecting the student is unknown to school staff and not listed as a contact on the child's enrolment form, school staff will request photo identification to verify the person's identity and check he/she is authorized on the child's enrolment form to collect the child.

Visitors

The Principal will ensure that there is a procedure to monitor all visitors in the school. As a minimum this procedure must require all visitors arriving and departing the school premises during school hours to use a visitor's book to record their name, their signature, the date and time, and the purpose of the visit.

At PSS the procedure is as follows:

- All visitors report to the office.
- All visitors must sign in and wear a visitor's tag.
- All visitors must sign out when leaving the school.

ROLES & RESPONSIBILITIES:

The Principal will

- Regularly communicate the duty of care and supervision obligations and responsibilities to all staff
- Regularly communicate the supervision arrangements to parents.
- Determine the level of student supervision to be provided to students in all of the circumstances.
- Allocate specific responsibilities to staff members to provide the supervision that is required.
- Communicate the specific supervision responsibilities allocated to staff members.
- Regularly review the level of student supervision provided to students and make adjustments as and when deemed appropriate.
- Regularly review the duty of care and supervision policy to ensure that it is consistent with the school policy and advisory guide, and continues to meet the duty of care obligations and responsibilities for all students.

Teachers and other staff will:

- Comply with the lawful and reasonable directions of the Principal.
- Comply with all department and school policies.
- Perform supervisory duties as required.

Parents, guardians and carers will

- Make appropriate arrangements for the transport, care and supervise students travelling to and from school.
- Make appropriate arrangements for the care and supervision of students outside the times of supervision before and after school.
- Comply with late arrival and early departure policies and other school based policies.

PROCEDURE FOR IMPLEMENTATION:

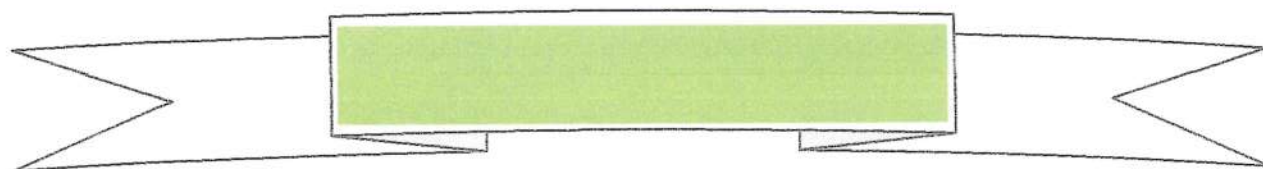
The principal will communicate this policy to all staff using the following mechanism:

- A copy of this policy will be provided to each member of staff in the staff handbook at the first staff meeting at the commencement of the school year.
- New staff will be informed of this policy as part of the school's induction program.
- School staff will be directed to familiarize themselves with all relevant sections of the school policy and advisory guide.

This policy will be included in the school policy handbook.

EVALUATION:

The policy will be reviewed annually or more often if necessary due to changes in legislation, policy or local circumstances.




NABILA KAUKAB
PRINCIPAL


M.A. SHAHID
PRESIDENT



PARENTS CONCERN & COMPLAINTS POLICY

Rationale:

PSS's values are: Respect, Responsibility, Courtesy and Cooperation. These provide the framework within which high standards of conduct are maintained among staff, parent and student at all times. Within this framework it is the school's responsibility to manage and resolve parents' complaints fairly, efficiently and properly and in accordance with the relative legislation.

Our values are demonstrated by the school in relation to addressing parent concerns and complaints by:

- Providing a safe and supportive school culture and learning environment.
- Building positive relationship among students, parents and staff.
- Providing a safe working environment for staff.
- Promoting a partnership between home and school.

AIMS:

To provide a safe and supportive environment where all are free to express concerns knowing they will be dealt with in a fair, consistent and respectful manner.

IMPLEMENTATION:

While addressing parents / guardian concerns or complaints, the department and its schools must:

- Abide by relevant regulatory and legislative framework.
- Maintain confidentiality.
- Balance the rights and responsibilities of all parties.
- Ensure all parties are aware of their right to advocacy.
- Act in a manner that seeks to achieve an outcome acceptable to all parties.

See parent concern or complaint process (Appendix A)

How a concern or complaint will be handled:

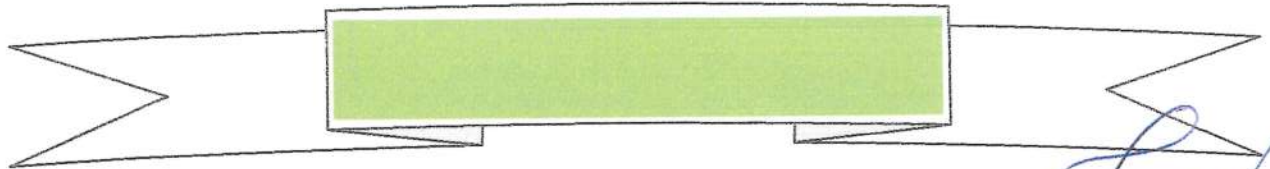
- Complaints will be handled promptly, confidentially and in accordance with procedural fairness.
- Person who is the subject of a complaint, who made a complaint or provided information in the course of an investigation into a complaint shall not be subject to prejudice, intimidation, and harassment or be subject to any detriment because of their involvement.

MONITORING:

- The school will establish and maintain a system to record and monitor complaints and their resolutions.
- However, in the first instance, when the complaint is easily resolved on a telephone call or brief meeting, a brief note in the school's / principal's / teacher's diary recording the issue and the resolution is enough.

EVALUATION:

The policy will be reviewed with as part of the school's two-year review cycle



Nabila
NABILA KAUKAB
PRINCIPAL

M.A. Shahid
M.A. SHAHID
PRESIDENT

APPENDIX A

PARENT CONCERN OR COMPLAINT PROCESS

Step: 1 Clarify the issue (what is your concern or complaint?)

Before you approach the school or your child's teacher:

- Be clear about the topic or issue you want to discuss.
- Focus on the things that are genuinely affecting your child.
- Always remain calm and remember you may not have all the facts relating to the circumstances of the topic or issue you wish to discuss.
- Think about what would be an acceptable outcome for you and your child.
- Be informed; check the department policies or guidelines, where relevant

Make an appointment to speak to the following people to help resolve the concern or complaint.

Go to.....

Your child's teacher if your concern relate to student learning and/or specific student incidents in the teacher's / child's group or grade.

The team leader if your concerns involve students from other classes

Vice Principal if your concerns or complaints relate to complex student issues

The Principal if your concern or complaints relate to school policy, school management, staff members, other parents or very complex student issues.

Step: 2- Review or investigation at school level

- Ensures that all parties in a disputed complaint are aware of their entitlement to support through an advocate. An advocate can be a friend or colleague or an unpaid support person provided through an appropriate agency.
- The class teacher or team leader, together with any others who may be involved, should be given a reasonable amount of time to take steps required to resolve or address your concerns. Remember, it may not always be possible to resolve an issue to your complete satisfaction.
- Staff will communicate the outcome of concerns and complaints, where possible to all relevant parties.
- If applicable, staff will work with you to establish an agreed plan of action and timeline.
- The principal can reject a complaint that in their opinion is vexatious, or without substance, or does not warrant further action.
- Modifies other school policies and procedures as required as a result of addressing concerns and complaints.

Your complaint **has been** resolved, dismissed or addressed

Your complaint **has not** been resolved or you are not satisfied with the resolution.

Step: 3 Contact may be made with the **PRESIDENT**

- If you feel that your concern or complaint has not been dealt with satisfactorily, and after

speaking to the Principal you may contact the President of the school.

Step: 4 The Ministry of Education

- Contact with the department's central office should only take place if all other steps have not led to a satisfactory resolution. Where possible, all contact should be in writing.
- If it is clear that you have not followed the above steps, your letter (and your complaint) will be sent to the Ministry of Education.

APPENDIX A

PARENTS CONCERN OR COMPLAINT PROCESS

Step: 1 Clarify the issue (what is your concern or complaint?)

Before you approach the school or your child's teacher:

- Be clear about the topic or issue you want to discuss.
- Focus on the things that are genuinely affecting your child.
- Always remain calm and remember you may not have all the facts relating to the circumstances of the topic or issue you wish to discuss.
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VISITORS

POLICY

Rationale:

The department encourages schools to welcome parents and families as part of the school community and support school in building partnership with the broader school community. In developing such partnerships a range of visitors will be on school premises and all school are required to have a policy and procedures in place for having visitors to the school.

The purpose of the policy is to assist the school to utilize visitors from the wider community appropriately, safely and within department protocols.

DEFINITION:

A visitor is defined as any person seeking to enter the school within school hours (7:00 am to 1:00 pm) who is not an employee of the school or is not a current school student at the school.

AIMS:

- Enrichment and specialist support and knowledge for students. E.g., speakers from industry, music/drama performances.
- Support for student health and well being. E.g., non-school based physiologists and counselors, the police.
- Non-teaching support. E.g., trades people.
- Support in "special categories". Appropriate special categories include the provision of canteen services, fieldwork experiences for pre service teacher or community placements.
- Volunteers. For example, classroom helpers, interschool sport coaches etc.

IMPLEMENTATION:

- The school will require all visitors to report to the main administration office upon entering the school premises.
- Visitors should enter the school through the main gate.
- Once at the office, visitors will be asked who they are, the purpose of their visit and who their school contact is.

- Once a reason for the visit has been established then they will sign the visitor's book and be given a visitors pass. This pass must be visibly displayed by the visitor at all times during their visit.
- At the end of the visit, the visitor will be asked to sign out and return the pass.
- Any person entering the school during school hours who is not willing to comply with the above mentioned visitors process will be asked to leave school grounds.
- In the event of an evacuation, the visitor's book will be collected by the officer staff and brought out to the evacuation assembly area.
- The staff member who has brought the visitor in or is physically closest to the visitor will assist the visitor with the evacuation as they would a student.

STAFF RESPONSIBILITIES:

- Ensure that visitors and their presentation/work in the school comply with department and school level protocols.
- Staff should inform the principal and office staff of any visitors they are having come to the school, including the name, date, approximate time of the visit and a brief outline of the visit. This should then be recorded in the school diary and on the staffroom term whiteboard, and can then appear in the weekly planner/bulletin.
- Ensure that the visitor is signed in and out and displaying a visitors pass.
- Assist the visitor in knowing what to do in the event of an evacuation/lock down.
- Staff must stop any person who is not wearing a visitors pass and direct them to the office.
- The department's requirements and guidelines relating to preparation, safety and duty of care must be observed in the organization of all visitors. Whenever a student- teacher relationship exists, the teacher has a special "duty of care". As part of that duty, teachers are required to supervise student adequately. This requires not only protection from known hazards, but also protection from those that could arise(those that the teacher should have reasonably foreseen) and against which preventative measures could be taken.

EXEMPTIONS TO THE VISITOR PROCESS:

- Parents/guardians/relatives coming to collect student early (before 1:00 pm) will be required to report to the front office to sign the student out, collect a signed pass from the office staff to take to the classroom teacher and collect the student.
- Parents/guardians/relatives coming to collect students for normal pick-up at home time entering the school grounds between 12:40pm to 1:00 pm to wait for the home time bell will not need to follow the sign in process.
- Emergency services people attending the school as a result of a current emergency e.g., school fire, injured student requiring an ambulance will be exempt from following the policy as the first priority is dealing with the emergency call out.

- Pre service teachers and people on placement will be considered as staff for the duration of their placement. They will not be expected to sign in and out of the school each day.
- Trade people working before or after the school hours will not be expected to use the sign in process. They will however, have to report to the administration office to let the principal, assistant principal or business manager know of their presence in the school.

VISITING SPEAKERS:

- Visiting speakers are in a particularly privileged situation in that they have the opportunity to directly influence students. School should ensure that the content of presentations and addresses will make a positive contribution to the development of students' knowledge and understanding.
- Decisions about whether to proceed with a particular presentation rest with the principal or delegated staff member(s) after a suitable investigation has been conducted. A common sense approach is best with the welfare of students being paramount when deciding on the use of a guest speaker.

THE DELEGATED STAFF MEMBER:

- The delegated staff member can be the team leader, another staff member with experience in the subject or assistant principal.
- If there is any concern about the subject matter/content covered during a presentation then the teacher should inform the assistant principal / principal as soon as possible. If the matter/subject content is likely to cause controversy then it may be necessary to give parents prior written warning.

EVALUATION:

The policy will be reviewed as part of the school's three-year review cycle.

The policy was last ratified by school BOT in
February 2017

Nabila Kaukab
NABILA KAUKAB
PRINCIPAL

M.A. Shahid
M.A. SHAHID
PRESIDENT



UNIFORM

POLICY

Rationale:

A uniform dress code reinforces in students a pride in their own appearance, instills recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety and expense are also factors that contribute to the establishment of the dress code.

AIMS:

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To maintain and enhance the positive image of the school in the community.

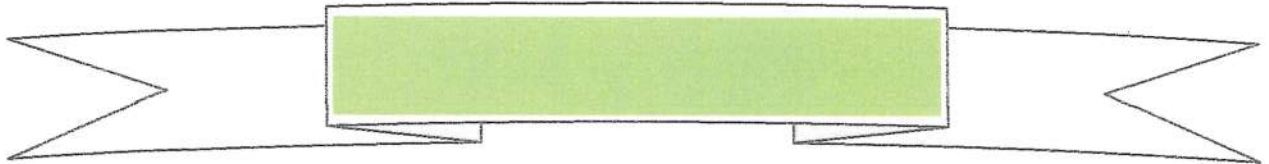
IMPLEMENTATION:

- After consultation with the school community school council has developed a dress code that we believe provides choices for the students, allows for students to safely engage in the many varied school activities, and caters for the financial constraints of families.
- The dress code applies during school hours, while travelling to and from school, and when students are on school excursions.
- The uniform is required to be worn.
- Stud earrings, plus watches and small religious pendant- tucked into clothing are the only acceptable jewellery.
- Extreme hair colors (e.g., green, pink or purple rinses) and/or extreme hairstyles (e.g., spikes or Mohawks) are not permitted.
- Other than clear nail polish, cosmetics may not be worn at school.

- The student dress code, including details of uniform items and places of purchase are attached herewith are provided to all students at the time of admission.
- The school council requires the principal be responsible for implementation of the dress code in a consistent manner.
- Parents seeking exemption to the dress code due to religious beliefs, ethic or cultural background, student disability, health condition or economic hardship must apply in writing to the school council for consideration.

EVALUATION:

The policy will be reviewed as part of the school's three-year review cycle



Nabila Kaukab
NABILA KAUKAB
PRINCIPAL

M.A. Shahid
M.A. SHAHID
PRESIDENT



مدرسة باك شمعة الخاصة

سياسة التعامل مع شكاوى أولياء الأمور

مقدمة:

قيم مدرسة باك شمعة هي: الاحترام والمسؤولية والمجاملة والتعاون. تمنحنا هذه القيم الإطار الذي نرسخ من خلاله المستويات العليا من السلوك بين الموظفين وأولياء الأمور والطلاب على الدوام. تتحمل المدرسة في ظل هذا الإطار مسؤولية إدارة وحل شكاوى أولياء الأمور بشكل عادل وفعال وملائم ووفقاً للتشريعات ذات الصلة.

تظهر المدرسة قيمنا فيما يتعلق بمعالجة مخاوف وشكاوى الوالدين من خلال:

- تهيئة ثقافة مدرسية وبيئة تعليمية آمنة وداعمة.
- بناء علاقة إيجابية بين الطلاب وأولياء الأمور والموظفين.
- تهيئة بيئة عمل آمنة للموظفين.
- تعزيز الشراكة بين الأسرة والمدرسة.

الأهداف:

توفير بيئة آمنة وداعمة يتمتع فيها الجميع بحرية في التعبير عن مخاوفهم، وبثقة من المعالجة العادلة والمتسقة والمحترمة لها.

التنفيذ:

أثناء معالجة مخاوف أو شكاوى أولياء الأمور أو الأوصياء على الطلاب، تلتزم الإدارة ومدارسها بما يلي:

- الالتزام بالإطار التنظيمي والتشريعي ذي الصلة.
- الحفاظ على السرية.
- الموازنة بين حقوق ومسؤوليات جميع الأطراف.
- ضمان وحي جميع الأطراف بحقهم في الدعم.
- التصرف بطريقة تسعى إلى تحقيق نتيجة يقبلها جميع الأطراف.

انظر مخاوف الوالدين أو عملية الشكوى (الملحق أ)

كيفية معالجة مشكلة أو شكوى:

- يلزم التعامل مع الشكاوى بسرعة وسرية ووفقاً للعدالة الإجرائية.
- لا يجوز أن يتعرض الشخص موضوع الشكوى، والذي رفع شكوى أو أدلى بمعلومات أثناء التحقيق في الشكوى، للتحيز أو التخويف أو المضايقة أو أي ضرر بسبب مشاركته.

المراقبة:

- ستنشئ المدرسة وتحافظ على نظام لتسجيل ورصد الشكاوى وحلها.
- ومع ذلك، في المقام الأول، عندما يتم حل الشكوى بسهولة من خلال مكالمات هاتفية أو اجتماع قصير، فيكفي تسجيل ملاحظة موجزة عن المشكلة والحل في يوميات المدرسة / المدير / المعلم.

تقييم:

ستتم مراجعة السياسة مع جميع الموظفين والطلاب وأولياء الأمور ومدخلات المجتمع كجزء من دورة المراجعة بالمدرسة كل سنتين

الملحق أ

عملية تقديم شكوى أو مخاوف الوالدين

خطوة: 1 وضح المشكلة (ما هي مخاوفك أو شكواك؟)

قبل أن تتواصل مع المدرسة أو معلم طفلك:

- كن واضحاً بشأن الموضوع أو المشكلة التي تريد مناقشتها.
 - ركز على الأشياء التي تؤثر حقاً على طفلك.
 - حافظ على هدوئك دائماً وتذكر أنه قد يكون من الممكن عدم إلمامك بكافة الحقائق المتعلقة بظروف الموضوع أو المشكلة التي ترغب في مناقشتها.
 - فكر فيما يمكن أن يكون نتيجة مقبولة لك ولطفلك.
 - لتكون على دراية كاملة، تحقق من سياسات أو إرشادات القسم، عند الاقتضاء حدد موعداً للتحدث إلى الأشخاص التاليين للمساعدة في حل المشكلة أو الشكوى.
- انذهب إلى.....

مدير المدرسة إذا كان قلقك أو شكواك تتعلق بسياسة المدرسة أو إدارة المدرسة أو أعضاء هيئة التدريس أو أولياء الأمور الآخرين أو مشكلات الطلاب المعقدة للغاية.	نائب المدير إذا كانت مخاوفك أو شكواك تتعلق بمشكلات معقدة لدى الطلاب	قائد الفريق إذا كانت مخاوفك تشمل طلاباً من فصول أخرى	مدرس طفلك إذا كانت مخاوفك تتعلق بتعلم الطلاب و / أو حوادث معينة للطلاب في مجموعة أو صف المعلم / الطفل.
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خطوة: 2- المراجعة أو التحقيق على مستوى المدرسة

- تأكد من علم جميع الأطراف في الشكوى محل النزاع بأحقيتهم في الحصول على الدعم من خلال محام.
- يمكن أن يكون المحامي صديقاً أو زميلاً أو اخصائياً دعم بأجر يمكن انتدابه من خلال وكالة مناسبة.
- يجب منح معلم الفصل أو قائد الفريق، وكذلك أي شخص آخر قد يكون مشاركاً، فسحة زمنية معقولة لاتخاذ الخطوات المطلوبة لحل أو معالجة مخاوفك. تذكر أنه قد لا يكون من الممكن دائماً حل المشكلة بما يرضيك تماماً.
- سيبذل الموظفون نتائج المخاوف والشكاوى إلى جميع الأطراف المعنية، حيثما كان ذلك ممكناً.
- إن أمكن، سيعمل الموظفون معك لوضع خطة عمل وجدول زمني متفق عليهما.
- يمكن للمدير أن يرفض الشكوى التي يرى أنها كيدية، أو لا أساس لها، أو لا تحتاج لمزيد من الإجراءات.
- يمكن له أن يعدل سياسات وإجراءات المدرسة الأخرى كما هو مطلوب نتيجة لمعالجة المخاوف والشكاوى.

لم يتم حل شكواك أو أنك غير راضي عن
الحل.

تم حل شكواك أو تم رفضها أو تمت
معالجتها

خطوة: 3 يمكن الاتصال بالرئيس

➤ إذا شعرت بعدم الرضا عن التعامل مع مخاوفك أو شكواك، وبعد التحدث إلى مدير المدرسة، يمكنك الاتصال برئيس المدرسة.

خطوة: 4 وزارة التربية والتعليم

➤ يجب عدم الاتصال بالمكتب المركزي للإدارة إلا إذا لم تؤد جميع الخطوات الأخرى إلى حل مرض. حيثما أمكن ، يجب أن تكون جميع المراسلات مكتوبة.

➤ إذا كان من الواضح أنك لم تتبع الخطوات المذكورة أعلاه، فسيتم إرسال رسالتك (والشكوى الخاصة بك) إلى وزارة التعليم.

استمر