



مدرسة صرح الجامعة الخاصة  
Sarh Al Jaameah Private School

Parent-Student Handbook

2020-2021

## Table of Contents

<b>WELCOME TO SAPS!</b> .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>VISION</b> .....	<b>3</b>
<b>MISSION</b> .....	<b>4</b>
<b>CORE VALUES</b> .....	<b>4</b>
<b>SAPS GENERAL INFORMATION</b> .....	<b>6</b>
<b>STUDENTS ATTENDANCE POLICY</b> .....	<b>7</b>
<b>UNIFORM POLICY</b> .....	<b>9</b>
<b>CURRICULUM POLICY</b> .....	<b>10</b>
<b>ASSESSMENT AND GRADING POLICY</b> .....	<b>11</b>
ASSESSMENT FOR LEARNING/FORMATIVE ASSESSMENT .....	11
ASSESSMENT AS LEARNING.....	11
ASSESSMENT OF LEARNING/SUMMATIVE ASSESSMENT .....	12
EXAMPLES OF THE TYPES OF ASSESSMENTS .....	12
METHODS OF ASSESSING STUDENT PERFORMANCE .....	12
EXPECTED ASSESSMENT AND GRADING PROTOCOL .....	13
GRADING SCALE & PROGRESS TOWARD MASTERY (GRADES 1-6).....	ERROR! BOOKMARK NOT DEFINED.
<b>COMMUNICATING STUDENT PERFORMANCE TO PARENTS</b> .....	<b>15</b>
STANDARDS-BASED GRADING RUBRIC .....	15
RESPONSE TO INTERVENTION (RTI) .....	16
WHY STANDARDS-BASED GRADING? .....	16
TRADITIONAL GRADING .....	16
STANDARDS-BASED GRADING .....	16
<b>HOMEWORK POLICY</b> .....	<b>17</b>
<b>CODES OF CONDUCT</b> .....	<b>17</b>
<b>DISCIPLINE</b> .....	<b>19</b>
<b>LANGUAGE POLICY</b> .....	<b>20</b>
<b>HEALTH AND SAFETY POLICY</b> .....	<b>21</b>
<b>COMPLAINT POLICY</b> .....	<b>24</b>

## **Welcome to SAPS!**

Dear Staff,

Welcome to the SAPS family! What a wonderful opportunity Sultan Qaboos University has created for the community. Our priorities are to assure that students will benefit from a school program that is in a safe and nurturing environment. Other priorities on this journey include building 21st century skills, keen awareness of moral aptitude and global mindedness. Our role as educators is to ensure effective and consistent implementation of rigorous instructional strategies, authentic learning experiences, adept use of technology to design and inform instruction for diverse learners, talent development, challenging enrichment opportunities and high quality assurance practices.

We anticipate successful school experience as our team supports the academic, social, and emotional growth of every student in the program. We will focus on high expectations for all students, using current and innovative best practices, giving students the skills to achieve these expectations and compete in the global society. This will take the efforts of us all to increase the life chances of every child we encounter.

Best Regards,

Team SAPS

## **VISION**

To produce students that are lifelong learners with leadership abilities, demonstrate virtuous conduct and embrace their responsibilities as global citizens.

## **MISSION**

To develop and implement a challenging, rigorous and innovative curriculum, which includes high expectations for academic performance, 21st century skills, core values and respect for diversity.

## **CORE VALUES**

### **Affable**

The school considers that high ethical standards, morals and values are the foundation for graduate's preparation. SAPS' students and stakeholders believe that one of the important methods for conserving society's tolerance and boosting communities is graduating generations characterized by high morals and authentic values which derive their strength from society's authenticity and values, seeking guidance from the glorious history of Oman and are proud of their national identity.

The graduate shall:

- Have high morals
- Respect opinions and beliefs of others
- Observe human values in behavior and conduct

### **Eloquence**

The school believes that language proficiency and advanced skills in writing, reading, speaking and thinking are the best way to mastering different sciences.

The graduate shall:

- Be proud of the Arabic Language

- Have advanced language skills
- Utilize the language creatively in learning
- Communicate with other cultures

### **Conversant**

The school prepares students to be knowledgeable, critically aware, continuously updated and armed with necessary tools for knowledge construction in a way that contributes to their scientific curiosity and inquiries.

The graduate shall:

- Show mastery of scientific content
- Have scientific and critical sense
- Utilizes scientific knowledge in his environment
- Have skills for knowledge construction

### **Innovation**

The school facilitates a suitable environment for developing creative abilities in a way that contributes to improving the lives of the individuals and providing solutions according to society's needs.

The graduate shall:

- Have problem solving skills
- Create solutions according to society's needs
- Have advanced thinking skills

### **Leadership**

The school develops the leadership capabilities and initiatives in the students and supports them in the realization of their initiatives through team spirit.

The graduate shall:

- Have leadership capabilities
- Have initiative spirit
- Have teamwork skills

## SAPS GENERAL INFORMATION

**Office Hours:** Sunday - Thursday 7:30 a.m. - 3:15 p.m.

**Telephone Number:** +968 19522011

**School Email** – [info@sapsoman.edu.om](mailto:info@sapsoman.edu.om)

**Website:** [sapsoman.edu.om](http://sapsoman.edu.om)

**Day Program Arrival Time:** 7:00 a.m. to 7:45 a.m.

**Day Program Dismissal Time:** 2:00 p.m., unless otherwise indicated (See calendar)

**Extended Care:** 2:00 p.m. to 3:00 p.m. (Registered students only)

**Extra-Curricular Dismissal Time:** 3:00 p.m. (Unless a different time is communicated in writing)

**Early Dismissal Time:** 12:30 p.m. (For Teacher In-Service)

**Emergency Dismissal:** As determined by administration, Ministry or Government (notification electronically and/or calls)

### Daily Schedule

Intake	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Period 6 (Lunch)	Period 7	Period 8
7:00-7:45	7:45-8:30	8:30-9:15	9:15-10:00	10:00-10:15	10:15 – 11:00	11:00-11:45	11:45-12:30	12:30-1:15	1:15-2:00

**Student Illness:** Parents should call the school at 968 by 7:30 a.m. on the date of a student's absence. You may also send a message through WhatsApp. Please provide the school with an official sick note from your child's doctor when they return to school.

## **Students Attendance Policy**

### **The purpose of this policy is to:**

- ensure all our students attend school every day where the school is open for instruction
- ensure students, staff and parents have a shared understanding of the importance of regular attendance and of respecting school timings
- ensure that school staff and parents have a common understanding of the key practices and procedures of monitoring student attendance, absences, tardiness and early dismissal and the procedures of addressing irregularities.
- establish firm expectations that on-time school and class attendance are important in sustaining the learning environment and in meeting individual learning needs.
- define the responsibilities of students, educators, and parents regarding absences, tardiness, and early dismissals.

Parents/guardians are partners with the school in assuring that students have good attendance and arrive in class on time. Parents determine when an absence should be excused and should provide the necessary documents such as a medical report or an email explain the reasons for the absence.

In case of absence, late arrival or early dismissal the parents must fill and sign the assigned slip mentioning the date and time and the reason. Students with repeated instances of not being picked up on time (3 subsequent times) should receive warnings, and the school reserves the right not to register the child in the next academic year.

### **School Responsibility**

Students' absenteeism and tardiness affect the school's ability to provide effective educational services, the achievements of consistently absent or late students and disrupt the learning experiences of other students in the school.

SAPS keeps accurate records of student attendance and will communicate promptly and consistently with parents/guardians regarding attendance issues.

An attendance document is shared with all teachers and administrative staff on Google Docs.

The classroom teachers should log in every day and enter the proper status of each student (Present, Absent, Late arrival, Early dismissal).

The administrative staff keep records of the slips signed by the parents and reconcile them with the attendance sheet, making sure that all the information is entered correctly.

An individual attendance sheet is created for each student and will allow the follow up with the parents throughout the school year.

**Procedures in case of repeated attendance issues**

If the student is absent for more than 5 days in a given term, the parents will be asked for a meeting to discuss the reasons of his/her absence and its impact on the student's learning.

If a student is late for more than 5 times in a given month, the parents will be asked for a meeting to discuss the reasons and solutions.

In case repeatedly not being picked up on time after subsequent 3 warnings, the School reserves the right not to register the child in the next academic year.

The absences, late arrivals and early dismissals will be mentioned in the student's report at the end of each term.

**Visitors to the School:** All visitors must sign in at the school's reception area, obtain a pass to your destination, if allowed and/or travel with an escort arranged by staff. In order to provide a safe and secure learning environment for our students, we ask that all visitors adhere to the following guidelines when visiting the school campus:

- All visitors to the campus on any instructional day must sign in at the elementary office before proceeding to a classroom or other destination in the school.
- Only those with written/documented permission may pick up students
- All students in after school-activities must be picked up promptly at the end of these school activities. Please the daily dismissal times.
- Appointments with staff members must be made prior to visiting the school. Please do not attempt to meet with teachers during unscheduled times, as they have professional duties and safety posts to attend.



## Uniform Policy

	BOYS	GIRLS
Tops	White Polo knit shirt with collar. Modest neckline.	
Bottoms	<ul style="list-style-type: none"> <li>• Khaki pants or shorts.</li> </ul>	<ul style="list-style-type: none"> <li>• Khaki skirts or pinafore dress, which can be ordered at SAPS.</li> <li>• Khaki pants</li> </ul>
Outerwear	Khaki cardigan sweater (No sweatshirts or hoodies are allowed)	
Footwear	<ul style="list-style-type: none"> <li>• White socks</li> <li>• Closed-in, white or dark colored shoes, with rubber soles.</li> <li>• No slippers, no sandals.</li> </ul>	<ul style="list-style-type: none"> <li>• White socks</li> <li>• Closed-in, white or dark colored shoes, with rubber soles.</li> <li>• High heels not allowed.</li> <li>• No slippers, no sandals.</li> </ul>
Hair	Neatly trimmed and above the collar.	Hair should be tied-back.
Jewelry	Watch (1)	Girls with pierced ears may wear one pair of small stud earrings.

**Electronic devices:** Cell phones, other portable devices, and video games are NOT to be used in school by students. No device may be used to watch or listen to video, talk, take pictures, play games, record or text during school hours without the express permission of the staff. These may only be used if students use them for integration of technology during instructional purposes.

**Personal Items:** Students should refrain from bringing large sums of money or other valuable items to school. The school is not responsible for lost or stolen items. Students should not bring toys that resemble weapons of any kind.

### **Lost And Found**

Lost and found items will be placed in a labeled box located at the reception desk. Valuable items such as jewelry will be left with the administrative assistant.

## **Break & Lunch**

All Students should bring a healthy lunch from home, unless they purchase lunch from school. We ensure a lunch made of fruit, a sandwich, raw vegetables, milk, yogurt, juice or water for paid school lunch, and recommend the same for lunches prepared at home.

Students have snack in the classrooms under the supervision of the teacher of record during break time. Each student is responsible for the cleaning-up of his/her area. When temperatures rise, please ensure your child has an adequate amount of water to drink during the day.

- Candy and soda are not allowed as part of a student's lunch or snack.
- Milk or juices are preferred lunch beverages.

## **CURRICULUM POLICY**

### **Our Goals:**

- To embrace the full potential of the children and allow them to develop it by way of a curriculum that is productive, comprehensive, balanced and distinguished.
- To support the children in gaining new skills and learning how to use them.
- To help the children to have a positive attitude towards learning as an on-going process.
- To enable the children to grow intellectually and encourage them to take on new challenges.
- To make sure the children are ready for the exigencies of our times.
- To encourage every child to accomplish everything they can.

### **Our Curriculum:**

Our rich and distinguished primary curriculum will be offered to children, giving them the opportunity to develop a comprehensive knowledge and to widen their horizons. Our curriculum will be adapted to each child's needs and potential, and we will use different teaching strategies to develop each child's talents and creativity while aiming at the highest standards. The children will have a chance to use their knowledge and skills in all the curriculum subjects and will learn how to link skills between the subjects, giving a broader meaning to their learning. Areas of curricular development:

- Social-emotional
- Physical

- Communication, literacy
- Mathematical
- Global perspectives
- Character
- Interest-based extra-curricular activities (Varies each term)

**Our Delivery:**

The school week provides 25 hours of instructional time. All subjects of the curriculum are taught in classes with differentiation as necessary. Cross-curricular links are made between subjects. Homework is set weekly to link the curriculum with learning at home.

We encourage enrichment, learning assessment and global citizenship, as we use strategic learning techniques to ensure progression and to enable cross-curricular links, all the while taking into consideration each child’s needs through personalized learning.

**Our Assessment:**

The children’s work is observed and assessed. Next step learning targets are defined for all children through teachers’ marks and feedback. Details can be found in our Assessment and Grading Policy.

**ASSESSMENT AND GRADING POLICY**

**Assessment** is the process of gathering, from a variety of sources; information that accurately reflects how well a student is achieving the learning outcomes in a subject or course. The action that is taken in response to an assessment determines its formative or summative nature.

These assessments are carried out in three ways:

**Assessment for Learning/Formative Assessment** involves an on-going process of gathering and interpreting evidence about student learning to determine what level of learning is occurring in students, what learning still needs to occur, and the best Teachers use descriptive feedback, and adjusted instruction to meet student learning needs. This is an effective instructional strategy that yields high impact outcomes, when used with fidelity.

**Assessment as Learning** involves the process of helping students to develop their metacognition skills. In other words, they learn how to think about how they think, and how they learn. Here, students learn through self-evaluation and peer-evaluation. This process allows them to engage in effective discussions, questioning and personal goal-setting to improve their learning.

**Assessment of Learning/Summative Assessment** is the process of collecting evidence and interpreting data to summarize learning at given points in time, making judgments about the quality of student learning. Predetermined criteria are established and used to determine a grade level, competency or value (e.g. G.P.A.) at the end of a learning cycle.

### Examples of the Types of Assessments

Assessment Of Learning	Assessment For Learning	Assessment As Learning
End of Grade Exams IGCE Exams PIRLS TIMSS District/MoE Assessments (e.g. Arabic Evaluations)	<ul style="list-style-type: none"> <li>• Continuous Assessments (Teacher Made)</li> <li>• End of Unit Tests</li> <li>• MAP</li> <li>• Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Checklists/Rubrics</li> <li>• Exit Slips for Understanding</li> <li>• SWOT Analysis (After teacher modeling)</li> </ul>

Assessment and monitoring occur at every grade level to ensure mastery of the curricular skills. Our goal is to ensure that all students progress to the level of achievement expected for their assigned grade. Teachers will use a variety of means to develop essential skills and knowledge.

### Methods of Assessing Student Performance

Daily work	Work samples	Anecdotal notes	Tests/Quizzes	Presentations
Parent input/feedback	Oral Projects	Teacher observations	Conferencing	Performance tasks
Rubrics	Labs	Response writing	Portfolios	Self Evaluation

## **Expected Assessment and Grading Protocol**

Determination of student's ability to be successful at the next level shall be based on the mastery of the skills, validated by assessments. Advancement to the next grade level shall require mastery of at least 80% of the objectives in a given grade/subject curriculum. Assessment protocol and grading are described below.

Teachers will record accurate and timely grades of student achievement. Minimum assessments are as follows:

- Two (2) performance grades per week in English/Language Arts, Mathematics, Science, Arabic and Islamic (*Recorded in Classroom Monitor and Teacher Grade books*)
- One (1) performance grade per week in ICT, Art, Music, P.E., Life Skills
- Three (3) test grades (Strand/end of unit/benchmark)
- 9 daily work grades per six (6) week period, to be kept for portfolio/conference purposes

Teachers post grades on a weekly basis. All students shall be given an opportunity to be retested after re-teaching if he/she received a grade below a 2 (Progressing towards expected levels) in any assessment or major class assignments.

### ***Grading Scale (Grades 1-6)***

**A** = 90-100

**B** = 80-89

**C** = 70-79

**D** = 60-69

**F** = 59 or less

### ***Descriptive Progress Toward Mastery (Grades 1-6)***

**4** = Exceeding Expected Levels

- Student have an in-depth understanding of grade level performance standards during a given assessment period
- Student has advanced understanding, exceeding grade level expectations

- Student displays superior skills in a specific area.
- Student applies learning in new and varied ways above those taught

**3 = Working At Expected Levels**

- Student consistently meets the grade level performance standards
- Student has proficient understanding
- Student is right on track with our academic expectations

**2 = Progressing Towards Expected Levels**

- Student partially meets some of the standards taught at a given point in the assessment period
- Student has basic understanding and is partially proficient at meeting grade level expectations.
- Student understands some basic concepts or skills, but does not consistently reach proficient levels of quality in a given period of assessment

**1 = Not Yet Meeting Expected Levels**

- Student has minimal understanding
- Student performance is inconsistent, even with guidance and support

Student requires additional support and intervention to master materials and progress to expected level of performance

**I = Insufficient evidence to determine achievement level (Used when a student has been enrolled for too short a time during a reporting period**

These descriptive grades are general statements about what students demonstrate in terms of mastery in a given subject area. They also correlate with the traditional grading scale.

***Response to Intervention (RtI)***

Any student not meeting grade level standards of performance in grades 1 through 6 will participate in RtI as follows:

- ***Targeted*** - In classroom, teacher of record, all or large groups of students, proactive, preventative, on-going, Tier-1 interventions
- ***Strategic*** - In or out of classroom, small groups of students (2-6), involves progress monitoring (use form), increased frequency (2 to 3 times per week) and duration (4-6 weeks), instruction is more explicit/intense, multiple interventionists may be used
- ***Intensive*** – In or out of classroom, multiple interventionists may be used, more individualized instruction that is tailored to student needs, increased frequency and duration of intervention (may even be daily), progress monitoring required with regular updates to goals and outcomes
- 4, 3, 2, 1 represent student performance in relation to specific standards

- Based on curricular, national, state, and Ministry standards
- A report of what students know and are able to do
- Reflect academic performance only

### Communicating Student Performance to Parents

Notes home	Parent /Teacher Conferences	Communication journals	Work displays	Weekly/Monthly Notices
Website	Homework or Home Activities	Student Recognition Assemblies	School Orientation	Concerts
Phone calls home	Meetings	ClassDojo	Class presentations	Curriculum events
Report cards	Three (3) times a year to document student progress across all curriculum areas. Report cards indicate the level of performance your child has accomplished during each specific school term.			

**Note:** Parents/Guardians are welcome to contact the school and make an appointment any time during the school year to talk with your child’s teacher about their learning progress.

### Standards-Based Grading Rubric

#### 4 – Exceeding Expected Levels

- Student have an in-depth understanding of grade level performance standards during a given assessment period
- Student has advanced understanding, exceeding grade level expectations
- Student displays superior skills in a specific area.
- Student applies learning in new and varied ways above those taught

#### 3 –Working At

- Student consistently meets the grade level performance standards
- Student has proficient understanding
- Student is right on track with our academic expectations

#### 2- Progressing Towards Expected Levels

- Student partially meets some of the standards taught at a given point in the assessment period
- Student has basic understanding and is partially proficient at meeting grade level expectations.
- Student understands some basic concepts or skills, but does not consistently reach proficient levels of quality in a given period of assessment

### **1 – Not Yet Meeting Expected Levels**

- Student has minimal understanding
- Student performance is inconsistent, even with guidance and support
- Student requires additional support and intervention to master materials and progress to expected level of performance

### **Response to Intervention (RtI)**

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- **Intensive** - In or out of classroom, multiple interventionists may be used, more individualized instruction that is tailored to student needs, increased frequency and duration of intervention (may even be daily), progress monitoring required with regular updates to goals and outcomes

### **Why Standards-Based Grading?**

We are looking at where student work is in relation to a standard (performance expectation), rather than an accumulation of points.

### **Traditional Grading**

- A, B, C, D, F representing numeric/percentage of points accumulated
- Non-academic factors affect grades, such as participation, attendance, late work, etc.
- Everything is graded and averaged together
- Early assignments can skew the final grade
- Reports a single grade for each class

### **Standards-Based Grading**



- 4, 3, 2, 1 represent student performance in relation to specific standards
- Based on curricular, national, state, and Ministry standards
- A report of what students know and are able to do
- Reflect academic performance only
- Behavioral information is reported separately

### **HOMEWORK POLICY**

Homework is an integral part of teaching and learning, and if done effectively, works as a great reinforcement strategy.

The purpose of homework should be placed on the value of the assignment for the child, and assists in the following ways:

1. Strengthens basic skills
2. Extends and reinforces classroom instruction
3. Stimulates and develops interests
4. Promotes initiative
5. Refines organizational skills

Please be sure to help students with homework. Access and utilize any application, resource or website provided by teachers. Check student's homework for accuracy, quality, neatness and completion. Clarify instructions if they don't understand assignments. Guide, but do not complete work, or allow others to complete homework for students. Praise students for taking responsibility of their own learning.

### **CODES OF CONDUCT**

#### **Students**

To ensure a positive and productive school culture and climate, students are expected to take responsibility for their own behavior and academic performance.

Student expectations for conduct include:

- Come to school with a mindset to learn
- Be prepared with tools to learn
- Participate in the learning process
- Use appropriate language
- Treat themselves and others with respect, kindness and compassion
- Respect the property of others
- Respect the personal space of others
- Express their feelings and opinions at an age appropriate and respectful way

\* Playground Rules (All students must stay/play in designated areas)

1. Students should not engage in the following behavior:
  - a) Throwing objects

- b) Pushing others
- c) Kicking
- d) Hitting/Fighting
- e) Use equipment inappropriately

### **Parent(s) & Visitor Code of Conduct**

The purpose of this code of conduct is to provide the expectations around the conduct of student parents, and visitors connected to our school.

The school community is expected to respect our school ethics, keep our school tidy and set a good example of their own behavior both on school premises and when accompanying classes on school visits.

Student parents and school visitors are expected to park safely outside the school gates during morning and afternoon collections, to ensure the children's safety.

We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. Where issues arise or misconceptions take place, please contact your child's teacher through ClassDojo to set a meeting and go through the issue and hopefully resolve it. Where issues remain unresolved, please contact the school principal by email to set a meeting.

### **Expected Behaviors:**

- Positive behavior that promotes normal school operations and activities anywhere on and around the school campus
- Using calm and respectful language and keeping a proper attitude
- Maintaining a peaceful and respectful attitude towards all members of staff, visitors, student parents and children
- Preserving school property
- Maintaining a proper and respectful language in emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community
- Refraining from using any defamatory, offensive or derogatory comments regarding the school or any of the students/parents/staff/administration at the school on social media sites
- Refraining from using physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises
- Refraining from approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)

We believe that all stakeholders desire a culture, climate and learning environment that supports the best outcomes for our school community. As such, this code of conduct will be enforced consistently and accordingly.

## **DISCIPLINE**

All staff will use their professionalism and training to appropriately and adequately deal with disciplinary action. The order of disciplinarians (subject to change based on severity of infraction), will be carried out as such:

Class/specialist Teacher > Grade Coordinator/Dean > Vice Principal > Principal

### **Possible actions to address discipline**

When students do not follow the code of conduct, as outlined in the school policy, teachers, supervisors or administrators will apply one or more of the following consequences as deemed appropriate by the circumstances:

#### **Level 1**

- Change in seating within the classroom
- Verbal warning (discussion of possible consequences, reprimand)
- “Time-out” in an appropriate location within the school (never to be left unsupervised)
- Loss of privilege
- Phone call, text or letter to parent(s)

#### **Level 2**

- Parent conference about the behavior
- Developing, writing, signing and carrying out a behavior plan for improvement (e.g. Daily Report)
- Behavior Logs/Anecdotal records kept by teachers (specific dates, times and events of incidents that occur throughout the school year), and monitored in collaboration with parents
- In school suspension

#### **Level 3 (Consistent and or severe infractions)**

- Participation in counseling with professionals from external agencies.
- Out of school suspension
- Expulsion from SAPS

## **LANGUAGE POLICY**

Language is the foundation of learning throughout the curriculum at SAPS. Through language, students are able to develop their identity, discover their environment, solve problems and influence the thoughts of others.

SAPS students experience an enriched language program, in which, English is the primary language of teaching. Other significant languages such as math, visual arts and music are consistently practiced and encouraged to use by students to further understand the world. We also believe that language is improved through reading, writing, listening, speaking, and demonstrating good communication skills.

We believe that all SAPS students learn best if they are given the opportunities to:

- Reflect and self-assess on what they have learned
- Write effectively through the whole curriculum
- Serve as speakers on the morning announcements or broadcasts to express their thoughts and ideas
- Use music and art to increase vocabulary and improve their language skills

We believe SAPS students learn best when teachers:

- Present language through meaningful authentic contexts
- Integrate the use of language into other subject areas
- Assist students in discovering language structures
- Encourage students to develop language awareness and reflect on language practice
- Recognize and respect the diverse ways in which students can express themselves, together with mother tongue development
- Use a wide array of teaching methods to each language through a balanced language program that includes reading, writing, listening, and speaking
- Acknowledge individual differences in developmental levels, learning styles, as well as previous language experiences

## **HEALTH AND SAFETY POLICY**

### **Accidents and Incidents**

At SAPS, one of our primary concerns is to ensure a healthy environment to our students. To prevent or reduce the number of accidents and incidents, SAPS will monitor all accidents and incidents, implementing all the necessary procedures to prevent recurrences.

### **First Aid**

SAPS will ensure that sufficient provisions are made to administer first aid for any injuries sustained by students and employees while on the school campus. Where necessary, appropriately trained personnel will carry out their roles as first aiders.

In the absence of a nurse, the P.E. teacher, administrative assistant or the immediate subject teacher will assume the role of first aider. A risk assessment should be undertaken where a new activity or new equipment is introduced. Employees will be informed by administration of any risks involved in their daily work activities, to avoid the risk of injury.

### **Medication**

The school will not be administering any medicine to a student unless prescribed by a medical doctor.

Medication can be brought to school, if it is essential to the health of the student (e.g. insulin). The medicine with accompanying prescription must be clearly marked with the student's name, correct dosage, and parent's signature. Medicine will be kept with the appropriate school staff.

### **School Security**

Here at SAPS, we highly welcome our visitors and guests when prior arrangements are made.

- A visitor is defined as a person who visits or conducts business at the school.
- Visitors will be asked to give their resident ID card for a visitor's ID. Visitors are welcome in school after security check, and must wear a visitor's ID at all times. We ask, however, that all visitors report to the Reception before proceeding into the building.
- The Administrative Assistants, Principal or designated employee will be happy to provide a tour when arrangements are made ahead of time.

- SAPS Parents who wish to bring a guest to school must have permission from the principal prior to the day that they want a guest to attend.

### **Fire and Safety and Emergency Evacuations**

At SAPS, the Physical Education teacher is our designated Safety Coordinator. The Principal is main officer of safety protocols.

- Fire drills are carried out according to the Ministry of Education and Royal Oman Police policy
- All staff and students participate in, and must be familiar with emergency procedures
- Each classroom has a specific exit route which is known to staff and students
- Classes assemble, with the class teacher, in a particular area of the playground or assembly point
- Classes only return to the building when told to do so by the designated safety personnel
- The Fire alarm will be tested at least once per month
- The emergency exit lights will be checked once per month
- Once per month firefighting equipment will be audited
- A Fire Drill will be conducted once per half-term
- All fire equipment will be serviced once per year
- In the event of a real emergency, the Principal, Safety Coordinator or the Administrative staff will be responsible for contacting the emergency services

### **Working Environment**

All administrators will monitor the general working environment as required. This will include the monitoring of noise, lighting, ventilation, fumes and dust levels. Any problems in these areas will be reported to the appropriate section for measurement and the implementation of remedial measures if necessary.

### **Housekeeping Measures**

- The safe condition of floors, passageways and stairs
- The provision of unobstructed corridors and passageways
- The proper storage and stacking of materials
- The proper disposal of waste materials
- Adequate access and egress to stored materials, packing, passageways and emergency exits
- The safe condition and positioning of furniture and equipment

- The identification and rectification of potential hazards
- The general cleanliness/tidiness of work areas, toilets and washrooms

## **Control of Substances Hazardous to Health (Substance Management)**

### **Teachers**

Each member of the teaching staff has a responsibility to exercise care and attention regarding the safety of themselves and pupils under their control.

Each teacher is responsible for:

- Carrying out risk assessments where there is a significant risk to health and safety and integrating the results into teaching practice
- Ensuring that health and safety form an integral part of subject planning within their teaching practice
- Implementing and teaching safe working during class lessons
- Ensuring that all protective equipment (e.g. eye goggles for science labs) as required, is both available and used by themselves and students
- Reporting all accidents to the principal and ensuring that accident forms are fully completed
- Cooperating fully with the principal on all matters pertaining to Health and Safety

Each employee is responsible for:

- Taking reasonable care not to endanger their own health and safety and that of other persons likely to be affected by their acts or omissions
- Undertaking their tasks as instructed and in line with training received
- Reporting to administration any health and safety concerns
- Not interfering with or misusing any equipment provided to ensure safe working practices

## COMPLAINT POLICY

Most complaints can be resolved informally via discussion with appropriate staff, and administration members. We want to ensure a process that stakeholders can have confidence, knowing that their concerns will be managed effectively, fairly and efficiently.

### ***Step 1***

**Informal (Teacher): Any concern(s) should be made to the school at the earliest notion and opportunity.**

The first step is to speak with the teacher through electronic means (ClassDojo, WhatsApp or SMS), or a scheduled meeting during an agreed upon time. Talking with the teacher is the best initial step, as they will likely have all the information and remedies needed to address the concern(s). Use this opportunity to clarify and resolve minor issues. This step should be taken before seeking formal complaint with administration.

### ***Step 2***

**Formal Complaint: Written (Via email, typed and printed or legible hand writing)**

Typically handled by designated administration: This may be with a dean, assistant administrator or principal depending on the severity of the problem.

Any complaint/issue that is put in writing should be written clearly outlining all the issues and what it is hoped that the preferred outcome should be. All complaints will be acknowledged within 2 working days, unless the matter is related to a matter of child safety, or other urgent matter constituting an immediate response.

Where appropriate the parent/guardian will sit with administration in a formal meeting. If an investigation is warranted, it will be carried out and the outcome communicated to the complainant **within 5 school days**. The principal may delegate the task of investigating the matter, and collating the information, but not the decision on the action to be taken.

A response from the responsible party will include a full explanation of the decision and the reasons for it (if additional time is required to formulate a response, this



will be communicated before the end of the 5 school days). The response will include what action the school has taken to address the complaint. Once a meeting, decision and resolution/remedy has been reached, the principal (or designee) will ensure that you are clear about the action taken and what to do if you remain dissatisfied.

### **Step 3**

#### Governing body

The majority of complaints rarely reach this level, but should you need to, you can make a formal complaint to the school. A detailed, factual, written complaint should be submitted to the board, or its representative within 10 school days of the decision from the school. This written complaint should be placed in a secure envelope, which will then be forwarded to the appropriate member(s) of the school board.

**We appreciate the opportunity to serve the educational needs of your children. Please do not hesitate to reach out to us with any questions you may have about the contents of this handbook.**

**Team SAPS**