

ADNOC SCHOOLS



Faculty Handbook

TABLE OF CONTENTS

Useful Contact Information.....	6
ADNOC Schools Vision and Goals	8
Mission Statement and Educational Philosophy	9
Faculty and Staff Code of Professional Ethics and Conduct	10
Code of Professional Ethics.....	10
Faculty and Staff Code of Conduct	10
Decorum, Discretion, Courtesy, and Confidentiality	11
Dress Code for Teachers and Staff.....	12
Dress Code for Students	12
ADNOC SCHOOLS Operations and Policies.....	13
Office Procedures.....	13
Attendance and Work Schedules.....	13
Duty Assignments.....	13
Extra Curricular Activities	14
Tutoring	14
Meetings.....	14
Committee Work.....	15
Absence From Work.....	15
Reporting Absences	16
Substitutions for Absent Teachers	17
Recording of Leave.....	17
Clinic	17
Medical Care	18
Medical Alert.....	18
Health and Safety	18
Emergency Procedures/Fire Drill Evacuation	19
Environmental Policy	20
Purpose and Scope	20
Policy	20
Accountabilities	21
Photocopy Policy and Procedure	21
Purpose and Scope	21
Policy	21
Food Service (Cafeteria).....	22
Lockers.....	22
Lost and Found	22
Personal Belongings.....	22
Telephones	22
Text Book Procedures.....	23
Unauthorized Items	23
Visitors	23
Mail.....	24
Field Trips.....	24
ADNOC SCHOOLS Academic Program.....	25
Absence, Attendance, Activities and Course Credit.....	25
Academic Failures	25
Academic Integrity.....	26
Academic Performance Suggestions.....	27

Academic Probation, Tutorial and Re-Enrollment	27
Course Syllabus/Unit Plans/Assignment Calendars	27
Curriculum: Atlas Rubicon	28
Record Keeping	28
English as the Academic Language of ADNOC SCHOOLS: Writing, Reading, and Speaking	29
First Break.....	30
Assembly.....	30
Lunch/Prayer Break	30
ECAs, Tutorial, and Meetings	30
Calendar	30
General School Order and Discipline	30
Behavioral Guidelines and Expectations	31
Unacceptable Conduct.....	31
Procedures in Case of Misconduct	33
Further Explanation of Code of Conduct Procedures.....	34
Homework Expectations	35
Homework Time Allocation	35
Projects and Long Term Assignments	35
Standardized Testing Policy.....	36
Limitations	37
Student Planners	37
Test Calendars.....	37
Parent-Teacher-Student Association (PTSA).....	38
Mission of the PTSA.....	38
Values of the PTSA	38
Purpose of the PTSA.....	39
ADNOC SCHOOLS’s PTSA goals	39
PTSA Board.....	39
Parent Communications and Reports	40
Advisor/Advisee System	40
Advisor Responsibilities	40
Appointments	41
Grade Reports	41
Progress Reports	41
Grading System.....	42
Effort Grades.....	42
Principals	43
Parent-Teacher Conferences.....	43
How to Have Good Conferences	43
Promoting Successful Parent – Teacher Conferences	43
Counseling Services	44
College Counseling.....	45
Internal Grievance Committee	47
Filing a Grievance.....	47
Resolution	47
Additional Information for the Grievant.....	48
Faculty/Staff Performance Evaluation Policy.....	49
Performance Standards	51
Feedback	54
Reviews.....	54
Professional Development	55

ADNOC SCHOOLS Education Technology Department	56
Technology Mission Statement.....	56
Faculty and Staff Technology Competency.....	56
Computer Lab Use	57
Computer Lab in Campus Libraries.....	57
Communications Center.....	57
Email Communication	57
ADNOC SCHOOLS Network Folders	57
ADNOC SCHOOLS Network and Internet Use Policy	58
General Usage Rules.....	58
Moodle Learning Management System	59
Powerschool Expectations	60
Printing Materials.....	60
Purchasing of New Technology.....	61
Recovery of Data and Back-Up of Data	61
ETD Responsibilities	61
Faculty and Staff Responsibilities	61
Security from Computer Virus/Worms, Trojan and Spyware	62
ETD Responsibilities	62
Faculty and Staff Responsibilities	62
Security of Hardware, Software, and Data	63
Security of Information.....	63
Security of Servers	64
ETD Responsibilities – Users Access.....	64
Faculty and Staff Responsibilities – Access	65
HR Responsibility	65
Software Copyrights and License Agreements.....	65
ETD Responsibilities	65
Faculty and Staff Responsibilities	65
Systems Administration	66
System Passwords.....	66
Usage Logs and Tracing	66
Web Parent Portal	66
Website Submissions	66
Wireless Access	67
Finance and Administration Department.....	68
Finance Department.....	68
Human Resources and Administration	68
Procurement Services.....	69
Ordering Procedures	70
Local Purchase Request Procedures	70
ADNOC SCHOOLS HR, Procurement and Finance Department Procedures.....	70
Campus Use, Scheduling, and Facilities Requests	71
Keys, Building Access, and Employee Identification	71
Maintenance Requests	71
Parking.....	72
Faculty/Staff Contracts, Benefits and Procedures	72
Employment and Employment Contracts of Expatriate Faculty	72
Duration of Contract	72
Marital Status.....	72
Marriage License Certification	73
Children Dependents.....	73

Point of Origin	74
Baggage Allowance at Mobilization and End of Service	74
Class of Travel	74
Benefits for Spouses Employed by ADNOC and Corporate Partners, and Government Agencies	75
Pre-Employment Physical (Medical Exam).....	75
Temporary Housing	75
Housing and Housing Allowance	75
Utilities—Water and Electricity	76
Housing Maintenance	76
Change of Accommodation (Moving).....	76
Furniture Allowance	76
Salary Structure.....	77
Probationary Period	77
UAE Residence Visas for Faculty and Dependents.....	77
Driver’s License.....	77
Car Purchase Loan Scheme	78
Medical Care.....	78
Death and Disability Compensation	79
Educational Assistance for Dependents of Faculty	79
Athletic Club Memberships	79
End of Service Benefits	79
Revision of the Faculty Handbook	80

USEFUL CONTACT INFORMATION

Abu Dhabi Campus

Head of School	(9712) 599-2010/2020
Head of School's Assistant	(9712) 599-2021

Female Campus

Reception	(9712) 599-2002
Principal	(9712) 599-2025
Principal's Assistant	(9712) 599-2026
Dean of Students	(9712) 599-2085
Guidance Counselor	(9712) 599-2052
Clinic	(9712) 599-2075
Fax	(9712) 558-9045

Male Campus

Reception	(9712) 599-2001
Principal	(9712) 599-2015
Principal's Assistant	(9712) 599-2016
Dean of Students	(9712) 599-2080
Guidance Counselor	(9712) 599-2050
Clinic	(9712) 599-2070
Fax	(9712) 558-9043

Elementary Campus

Reception	(9712) 599-2003
Principal	(9712) 599-2017
Principal's Assistant	(9712) 599-2019
Dean of Students	(9712) 599-2046
Guidance Counselor	(9712) 599-2451 (9712) 599-2452
Clinic	(9712) 599-2076

General Information

Admissions / Public Relations	(9712) 599-2040 (9712) 599-2041
Business and Finance	(9712) 599-2030 (9712) 599-2031
ADNOC SCHOOLS Website	http://www.adnoc.sch.ae
Email	http://mails.gsad.sch.ae

ADNOC Schools
PO Box 114124
Abu Dhabi, U.A.E

Ruwais Campus: Elementary School	
Reception	(9712) 599-2004
Principal	(9712) 599-2580
Principal's Assistant	(9712) 599-2581
Dean of Students	(9712)
Guidance Counselor	(9712) 599-2584
Clinic	(9712) 599-2583

Ruwais Campus: High School	
Reception	(9712)
Principal	(9712)
Principal's Assistant	(9712)
Dean of Students	(9712)
Guidance Counselor	(9712)
	(9712)
Clinic	(9712)

Madinat Zayed Campus	
Reception	(9712) 8840696
Principal	(9712)
Principal's Assistant	(9712)
Dean of Students	(9712)
Guidance Counselor	(9712)
	(9712)
Clinic	(9712)

Foreward

This document is published to assist staff members with questions concerning the general policies and procedures of ADNOC Schools.

ADNOC SCHOOLS VISION AND GOALS

The vision of ADNOC Schools is to create and conduct a challenging and rigorous academic curriculum and program for Emirati and other highly qualified pupils.

The program of instruction will be based on the successful model of American independent schools of the highest quality and will be delivered in English. The founding and establishment of the school is being based on collaboration with the Glenelg Country School, a leading independent school in the United States. The goal of the school is to prepare every graduate for admission into colleges and universities of the highest standing both here and throughout the world.

The curriculum of the school is American-based and leads towards the Advanced Placement (AP) examinations. The Advanced Placement program delivers college-level courses in all academic disciplines which are developed and maintained by the College Board in the United States. Each Advanced Placement course follows a prescribed syllabus which culminates in an external public examination. As an external qualification, the Advanced Placement program is recognized by many universities throughout the world and is used for acceptance and placement into many of the world's leading universities.

The long-term goals of ADNOC SCHOOLS are as follows:

- to become a premier school in the Middle East with an emphasis on technology, science, math, and the arts
- to closely follow the model of International Independent Schools provided by the Glenelg Country School in Maryland while meeting ALL criteria established by the United Arab Emirates Ministry of Education
- to offer the full Advanced Placement (AP) Curriculum
- to remain a fee-paying, not-for-profit school

ADNOC Schools is also committed to:

- small class sizes
- program delivery in English
- academic and college counseling services
- recruiting and retaining highly-qualified and experienced teachers

MISSION STATEMENT AND EDUCATIONAL PHILOSOPHY

The mission of ADNOC Schools is to provide students with a challenging academic curriculum, a vigorous athletic program, a diverse selection of courses in the fine arts, competitive IT skills, and a global awareness of world culture. ADNOC Schools students will be provided with the highest quality academic curriculum, social education, and physical facilities to develop lifelong learners. Students of ADNOC Schools will mature in an atmosphere of cooperation and respect where Arabic and Islamic values are honored and cultural differences are embraced. Graduates of ADNOC Schools will have acquired a world-class education, confidence in their leadership abilities, and acceptance of their responsibilities as citizens.

Guided by its mission, ADNOC Schools strives to develop students who will:

- achieve a strong academic foundation for admission to colleges and universities of highest standing
- possess high level of skills in mathematics, science, technology, and written and oral communication
- acquire basic skills to obtain information, solve problems, think critically, communicate effectively and work creatively
- be competent decision-makers, able to set clear personal goals and equipped with the skills to attain them
- acquire a global outlook, respecting the national Arabic and Islamic heritage as well as world cultures
- acquire the knowledge, understanding, and skills to permit them to assume a satisfying and responsible role in society
- act as humane, ethical individuals able to develop positive relationships with others based on mutual respect
- value the environment and proper use of natural resources
- maintain and appreciate a physically active and healthy lifestyle
- nurture in themselves and others compassion, accountability, and respect for personal dignity so as to contribute to the greater good and assume a satisfying and responsible role in world society
- become confident independent learners who love learning and have a strong sense of discipline and self

FACULTY AND STAFF CODE OF PROFESSIONAL ETHICS AND CONDUCT

CODE OF PROFESSIONAL ETHICS

This Code of Professional Ethics is a statement of the ethical commitments, practices and aspirations that underpin the identity of the teaching profession at ADNOC Schools and that reflect the ongoing articulation of that identity by the profession.

It expresses the ethical commitments that are already implicit in and guide the professional conduct of teachers at ADNOC Schools. The practical applications of codes of ethics are expressed in codes of conduct. Members of the teaching profession at ADNOC Schools are committed to the principles of:

Dignity
Respect
Integrity
Empathy
Justice

Teachers honor the Principle of Dignity by upholding the intrinsic worth of all persons, including self, students, colleagues and parents.

Teachers honor the Principle of Respect by having due regard for the feelings, rights and traditions of all persons and by developing relationships that are based on mutual respect and trust.

Teachers honor the Principle of Integrity by acting impartially and responsibly and by being honest, trustworthy and accountable with regard to the obligations that concern the profession.

Teachers honor the Principle of Empathy by being aware of the feelings and perspectives of others and by being open-minded and responding compassionately.

Teachers honor the Principle of Justice by being fair and reasonable and committed to the well-being of individuals, the community and the common good.

FACULTY AND STAFF CODE OF CONDUCT

Faculty and staff are expected to be role models for our students and maintain high standards of conduct. They should:

- Refrain from **Smoking** on campus
- avoid public confrontations with parents and students
- avoid inappropriate touching of students
- avoid using corporal punishment of any kind
- avoid eating or drinking (except water) in the classroom when students are present
- avoid using mobile phones in the classroom, phones are to be turned off during class sessions
- refrain from drinking carbonated soft drinks on campus
- refrain from chewing gum on campus.

In addition to the above general standards, ADNOC Schools Faculty members are expected to maintain a strong sense of Professional Responsibilities as well as a Professional/Social Code of Conduct in dealing with students and the community. These are listed below:

Professional Responsibilities

ADNOC Schools Faculty members are expected to:

- work in accordance with the ADNOC Schools stated mission and goals
- be positive, flexible and supportive
- project a positive image of the school in the community
- be positive role models and set examples of high moral, ethical and professional standards
- bring students on time and supervise them at assemblies and special events
- actively contribute to maintaining a safe environment
- follow the appropriate procedures for student supervision: be punctual, never leave students unattended, and supervise students arrival and dismissal
- supervise at least one after-school event
- assist, follow and complete any other duties as assigned by the principal
- wear appropriate professional dress
- follow the appropriate chain of communication
- obtain Head of School's/Principal's approval of all written correspondences to groups of parents, and/or documents to be disseminated outside of school

Professional/Social Conduct Code

- The relationship between students and teachers must remain on a professional level based on mutual respect. Parents and the school community view of that relationship must also be maintained at the highest professional level. In order to help insure this professional relationship, the following should be kept in mind:
- Teacher comments to students should be made in a constructive manner whether the comment is positive or corrective in nature.
- Negative personal comments not related to student performance or school behavior are to be avoided.
- Negative comments related to cultural practices, values or family life are to be avoided.
- Corrective comments necessary to maintain order and a productive class are to be centered on the undesirable behavior, not on a personal level.
- Because of the clear cultural values related to the proper role of males and females, extra care must be taken to maintain proper association between the males and females.
- In keeping with cultural values, relationships between students and teachers should remain more formal than casual.
- For many reasons, including possible misunderstandings and liability, the transporting of students in teacher private vehicles is to be limited to "emergency" situations. Regular transporting of students is to be avoided.

DECORUM, DISCRETION, COURTESY, AND CONFIDENTIALITY

As adult role models in a community made of young people, we have particularly important responsibilities for providing examples of unquestionably high standards of courtesy, consideration, and behavior. This includes language, grammar, tone, and subject matter. Please consider these points when addressing yourself in any and all conversations with students, parents, colleagues, and fellow workers associated with ADNOC Schools in any capacity. Conversations concerning students, parents, faculty, or other internal school matters should be conducted in private, away from students or others who do not need nor should hear the conversation.

Information about students, employees, and parents will not be discussed or released to other people without the approval of the Head of School. All memoranda, notes, reports, or other documents will remain part of the school's confidential records. Personal or identifying information about our employees will only be released to individuals authorized by the nature of their duties to receive such information, and only with the consent of the administration and the employee.

DRESS CODE FOR TEACHERS AND STAFF

ADNOC Schools staff members are expected to maintain professional standards of dress and appearance. In serving as role models for students, and the ADNOC Schools community, it is important that staff members use good judgment. For all faculty/Staff, professional dress is the norm. For men, shirt and tie with formal slacks is expected (except for P.E. teachers). Shoes that are professional in appearance (no flip-flops or clogs). For women, dresses and skirts should not be above the knee. Ladies culottes should be to the knee. Sleeveless and see-through clothing and T-shirts are not acceptable. Faculty and staff are to refrain from wearing tight fitting or revealing clothing, shorts, jeans, tank tops, or other clothing that might be offensive to the culture of our host country. Unless special occasions (field days, field trips, beach days, etc.) encourage a more casual dress approach.

DRESS CODE FOR STUDENTS

The school has a set uniform for all students. Clothing must be in good repair. Any undergarments must not include logos which show through.

Boys:

- White shirt with school logo;
- School sweatshirt (optional)
- Navy Blue school trousers (no denims, no black trousers)
- White socks
- Black shoes (closed toes and heel)

Girls:

- White shirt with school logo;
- School sweatshirt (optional)
- Navy Blue trousers or skirt (below the knee, no black trousers or skirts)
- White socks and Black shoes (closed toes and heel)
- No jewelry. Earrings are restricted to one pair of small studs.
- No make-up allowed.

ADNOC SCHOOLS OPERATIONS AND POLICIES

OFFICE PROCEDURES

The School Offices must represent the school to visitors and serve as the center for administrative direction. The staff of the offices should be kept informed of all events and occurrences, promptly and continually. Good lines of communication between faculty, staff and administration in all cases always leads to a smoother school day. Maintenance, disturbances, accidents, or students leaving campus early should all be reported to the office.

ATTENDANCE AND WORK SCHEDULES

Teaching is a full-time commitment which involves many hours of hard work, often after the close of the school day. By the nature of the profession, teaching sometimes requires many extra hours of preparation, grading papers, and writing reports, tasks that can seldom be accomplished within the school day.

Nevertheless, for the purpose of having the school fully staffed during the “school day” and for holding faculty meetings and planning sessions, full-time faculty members are expected to be at school from **7:30 am to 3:00 pm daily**. All teachers are expected to adhere to these times.

Because of the varying nature and volume of work, precise daily and weekly work schedules cannot be established. Each member of the faculty will have work schedules designed to ensure individual responsibilities of their contract can be effectively carried out.

Under extraordinary circumstances, it may become necessary for a faculty member to be absent from work for part of the day. Teachers are asked to inform their Head of Department and Principal in advance if it becomes necessary to leave school for any reason during the day.

All faculty and staff are expected to be at work promptly on a daily basis and to miss school only for reasons of poor health, legitimate personal emergencies, or approved professional development experiences (workshops, seminars, etc.) (See Sick Leave). It is assumed that holidays and vacations provide adequate time to make arrangements for personal business needs.

DUTY ASSIGNMENTS

Our primary role is to keep our students safe. Therefore, part of our responsibility is to perform formal supervision duty throughout the year at various locations on campus. These areas are designated, but not limited to, the Dining Hall, Courtyard, Hallways, and areas for Homework Support. A Duty Schedule will be developed for supervision for the Calendar Year. The areas listed above are generally areas we anticipate students “hanging out” during their breaks. Understand a few guidelines in regard to supervision:

1. Supervision involves monitoring student behavior and enforcing some rules.
2. It is essential that **you do not miss your duty**. Some teachers find it helpful to highlight their duty weeks in their Faculty Planner. The responsibility for remembering duty is yours!

EXTRA CURRICULAR ACTIVITIES

All teachers are asked to assist in **supervising at least one ECA per week after school** and other after school or evening events as needed during the year. This may include plays, performances, gatherings, or some major sporting events. For all performances and activities supervisors are expected to model and assist in maintaining appropriate and respectful audience behavior. Supervisors may also be asked to assist with security and crowd control. Sponsors of any after school activity are responsible for the safety and well being of all participants during the rehearsals and actual performance of the activity. **Students must be supervised by at least one supervisor until the last student is picked up after an event.** Sponsors are encouraged to insist that the students have their parents pick them up immediately after the end of an event.

TUTORING

Occasionally, parents will ask teachers to tutor their children after school. **ADNOC Schools teachers are not allowed to accept tutoring.** You are of course free to work with your own students in school without pay. You are not allowed to receive pay for tutoring students.

MEETINGS

As with any organization meetings are a vital part of the smooth operation of the organization, so it is with ADNOC Schools. Every attempt will be made by the School Administrative Team to insure that our meetings will be productive and efficient. There are regular meetings scheduled throughout the year. These are listed below. Other meetings may be called for specific purposes during the year; however, the Administrative Team will do everything possible to minimize any specially called meetings.

- **Faculty Meetings:** Faculty meetings are usually scheduled on Thursdays. Principals or Director of Curriculum will be responsible for planning at least one faculty meeting per month. The objective of these meetings is to share effective practices in the departments, promote discussion of school wide issues, and general concerns of the faculty. Announcements and information type of items will be posted regularly on the ADNOC Schools web page or sent to teachers via email.
- **Department Meetings:** Departments can meet weekly or as determined by the Department Heads. The purpose of these meetings is to continually review curriculum, discuss professional practice, develop assessment materials, identify exemplars and provide a forum for discussion of relevant issues to the Department. The Department Head is responsible for the organization and conduct of these meetings. Brief minutes of Department meetings should be submitted to the Principals each week.
- **Grade Level Meetings:** Grade level meetings can be held at least once per month. The purpose of these meetings is to discuss individual student concerns or grade level procedures or concerns. The meetings will be attended by a member of the Administrative Team for information gathering purposes. The Grade Dean is responsible for the organization and conduct of these meetings. Brief minutes of Department meetings should be submitted to the Principals each month.

Minutes must be kept for all meetings. The minutes for faculty/staff meetings will be distributed to all members of the Faculty via email within two days of the meeting. Minutes of Department Meetings are the responsibility of the Department and should be submitted to the Head of School/Principals via email within three days of the meeting. A copy of grade level meeting minutes should be sent via email to the Principals for information.

COMMITTEE WORK

As necessary, administration will request from time to time for faculty to serve on committees to further support the work of ADNOC Schools to fulfill the vision and mission of the school. Committees will meet at a time which is convenient to the members, take minutes, and report to the administration progress towards the completion of its work.

ABSENCE FROM WORK

Because of the nature of a school, absences during regular workdays can disrupt the learning process and place an extra burden on co-workers. The school relies on the good judgment and conscientiousness of its employees to be at school when it is in session. ADNOC Schools recognizes the reality that from time to time an employee may need to be absent from work.

It is understood that staff members may at times need to leave campus quickly to take care of personal business that cannot be done on Saturdays (Banking, appointments, etc), and that teachers attempt to schedule these trips during prep time which eases the need for class coverage. It is appropriate to leave campus occasionally, for short periods of time as long as you check in with the school Principal first.

Anytime that a Faculty absence requires coverage, the appropriate paperwork is required to be completed so that necessary coverage can be arranged.

Faculty members are eligible for the following types of leave in addition to Vacation Leave: Sick Leave; Compassionate Leave; Pilgrimage Leave; Maternity Leave; and Leave of Absence without Pay. See the *Human Resources Policies and Procedure Manual* for the policy related to these absences. The Head of School must approve all leaves of absence.

The following types of leave are available for employees: Personal and Sick Leave, Family Emergency, and Vacation.

1. **Sick Leave:** When members of the Faculty and Staff become ill and cannot come to school, they should call the Head of Department followed by the Principal as early as possible to allow time to arrange for appropriate coverage. **A sick leave from ADNOC clinics will be required.** There is no paid compensation for unused sick days.

The Employee will receive pay during the authorized Sick Leave period in accordance with the following scale within an academic year:

For normal sick days:

- i. Up to 15 days per year paid
- ii. Second 15 days on half pay
- iii. Above 30 days unpaid

For hospitalization and very serious illness

- iv. First 2 months paid
- v. Next 2 months half paid
- vi. After 4 months unpaid

2. **Personal Leaves:** Teachers requesting Personal Days must complete the designated forms and gain approval for the days from the Head of School. Please note that personal leave is intended for teachers to “take care of personal business that cannot be done outside of the normal working day”. **Please note that for teaching Faculty those days will be considered as “leave without pay”**
3. **Maternity Leave:** ADNOC Schools grants maternity leave to female Employees in accordance with the provisions of the Federal Labor Law.

A female Employee **who has at least one year of service** with the school will be eligible for maternity leave with full pay. In the event of a shorter period of service, such leave will be on half pay. To be eligible for such leave, the Employee must produce a certificate from an approved clinic or registered medical practitioner giving the anticipated date of delivery.

The period of maternity leave with full pay or half pay, as the case may be, will be 45 days, including the days preceding and the days following delivery.

4. **Family Emergency and Compassionate Leave:** In the event of a family emergency, up to a maximum of seven days per year may be taken. This includes serious illness or death of an immediate family member as spouse, children, grandchildren, parent, brother, sister, father-in-law and mother-in-law.
5. **Leave without Pay:** Granted only for compelling reasons at the discretion of the Head of School. The school board must approve any unpaid leave beyond forty-five (45) calendar days. When unpaid leave is granted, salary deductions will be made based on a prorated amount of the annual salary for each working day taken.
6. **Vacation Leave:** Faculty members are expected to start their summer leave one week after the last day for students. Continuing faculty members are expected to report 10 days before the start of the academic year. New faculty members should report for duty at least two weeks before the start of the new academic year.

Vacation leave is established in accordance with the ADNOC Schools Academic Calendar, published in advance of each academic year, although the calendar may be adjusted during the course of the academic year to which it refers.

Reporting Absences

It is important that coverage be provided during the time an employee is absent from school. Therefore, it is requested that employees give notification of their absence as early as possible to allow time to arrange for coverage.

Faculty should call the Head of Department or the Principal prior to **07:00 am**. The Head of Department will arrange for coverage and will notify the Principal's office.

All teachers should leave detailed plans, a copy of the class schedule, and class lists ready for a substitute teacher. Faculty members are encouraged to create a substitute folder that includes emergency plans, class lists, attendance rosters, seating chart where applicable, and any information that might be helpful to the substituting teacher.

Substitutions for Absent Teachers

If a teacher is absent it is necessary for us to cover for that teacher in house. The Head of Department is responsible for arranging coverage for teachers who are absent and where possible we attempt to use teachers from the same department of the absent teachers. However in most cases we will follow the following priorities:

Teachers who are short hours on their schedule. These teachers will be first in line to cover and will not receive a stipend for the substitution. Your schedule may indicate "Available for Substitution" in one of your non scheduled periods and this will be a priority for scheduling you to substitute on that day.

Teachers with more than one period not scheduled on that particular day. We will do our best to not take away all of a teacher's plan periods on any particular day.

In most cases HOD's and teachers already with an overload on the schedule will not be asked to substitute except in very rare instances. We ask that all teachers be willing to accept a substitution when asked. Teachers will be notified by phone on the morning they are needed for substitution. The classroom of the absent teacher will be unlocked before school and there should be present the following items for the substitute in the classroom:

- A substitute folder with detailed emergency lesson plans for each class
- A class list for each class

Upon completion of substituting for a teacher, please leave some sort of report regarding what was covered and any problems encountered with the class during your time as a substitute for that teacher. Also please notify the office of any problems you had or any missing items that were necessary for you to do your job as a substitute teacher.

Recording of Leave

The HR Department Office maintains all leave records. It is mandatory that all leave requests be forwarded by the principal's office to the HR Department Office for proper accounting of leave balances.

CLINIC

There is a clinic located in each building that is staffed by a qualified nurse and a doctor is on call for unusual cases and in emergencies. Students must request permission from the classroom teacher before going to the nurse during class time. **Students should not be sent to the nurse without written permission from the teacher.** The nurse will send the student back to class with a

written indication of time of arrival in the clinic and time the student was returned to class. Please keep visits to the clinic to a minimum and for serious illness, emergencies or for those students who must take regular medication. Students may go to the clinic during their break or between classes; however the Nurse has been asked to send the student to class with a pass indicating the time the student left the clinic office. Please note any student who frequently shows up to class late with a pass from the Nurse and notify the Principals' Office if this is becoming a problem for certain students.

Anytime a faculty or staff member is injured on campus, they should report immediately to one of the campus nurses. The attending nurse is responsible for completing an incident report and forwarding this to the Finance and Administration Department immediately. Should the faculty or staff member need further medical attention, the Head of School and Principals should be notified immediately to obtain relevant information.

MEDICAL CARE

Students are never to be given internal medicine or any medical care by anyone on the school staff except the nurse under the written direction of a doctor or written parental permission. First aid will be administered in the clinic, where all materials are kept. No child should take medicine at school without the school's knowledge. Attention should be given to when faculty are present in situations where there are students and faculty of different gender, and when it may be inappropriate to approach a medical situation without qualified staff.

MEDICAL ALERT

Each year, the school issues a form for parents to solicit information concerning problems the student has and/or might have. This form must be on file with the Clinic in order for the student to attend ADNOC Schools. The teacher needs to have this information, as does the office of the principal and the administration.

HEALTH AND SAFETY

ADNOC Schools deems the safety, security, and well being of its students, faculty, and staff the highest priority. To that end, we share responsibility for preventing problems whenever possible. However, in today's ever-changing world unexpected events can happen. Examples that fall under the topic of crisis management range from fire and evacuation procedures to construction site procedures and general security threats that should be given attention. Certain guidelines should be followed in the event of these unexpected events occurring. ADNOC Schools and ADNOC have policies in place that all staff should be trained as a part of their job responsibilities.

Examples of Crises

Fire or Explosion
Construction accident
Bus accident

Health care emergency
Extended Power Failure

Crisis Management Team

Head of School	Principals
Director of Admissions	Director of Finance and Administration
Director of Technology	Director of Curriculum
General Services Officer	Dean of Students
School Counselor	

Procedures for Notifying the Crisis Management Team

1. In case of fire, pull the fire alarm and proceed with the evacuation of the building as per the fire evacuation plan. The Head of School and/or Principal should be notified immediately or in their absence, the person in charge.
2. In any other type of emergency situation, the Head of School or Principal will be notified immediately. If neither is available, contact the person in charge or the Dean of Students.
3. The Head of School will determine the course of action once notification has been made. The determination of whether to convene the Crisis Management Team will be made at that time. In the event the Head of School should be off campus, the person in charge will assume responsibility, in consultation with the Principals and/or Dean of Students.

EMERGENCY PROCEDURES/FIRE DRILL EVACUATION

If there is an emergency of any type during the school day, all staff and students must evacuate the building immediately. Teachers will take their students out to designated exits and have them line up accordingly to the ADNOC Schools Evacuation Plan. When the teacher leaves the classroom they must take their master lists indicating which students are in their group and make sure that the door is closed behind them with windows closed. Once outside, the teacher attends to the group of students to which he or she has been assigned and checks to make sure all students are accounted for. The Daily Absentee List will be available to check for missing students. Students are to wait QUIETLY until the Principals give instruction to return to classes. An Evacuation Plan designating specific areas for students and faculty will be posted.

Emergency Drills will take place on a regular basis throughout the year. These drills are designed to practice Emergency Procedures and are to be taken seriously by all faculty, staff and students. Faculty should review procedures with students in each of their classes early in the school year and again later in the year. Drills may be announced or unannounced and are considered a valuable part of the learning community operations. Detailed records of Emergency Drills should be kept.

In an emergency the following procedures should be followed:

1. If emergency is life-threatening:
 - Notify the School Nurse, the Principal and/or Dean of Students
 - Principal/Dean of Students will contact the Head of School to take steps to contact parents.
2. If emergency is not life-threatening:

- Notify School Nurse
- Notify Appropriate Principal and/or Dean of Students

School administration will:

- Tell the parent what has happened
 - Suggest the parent call the child's doctor for particular instructions, and ask the parent to call the school back for instructions.
 - If conditions warrant an ambulance then call for one. An administrator should accompany the child to the hospital and notify parents to meet there.
3. If parents are not available, get the child's medical file from the appropriate School Nurse.
 - Check the file for specific instructions and directions specific to the child's case.
 - Check for the doctor's physician and parent's designee.
 - Call child's doctor for instructions.
 - If no contacts can be made, then provide care for child as necessity dictates.
 4. Someone should remain with the student at all times to see that he/she is as comfortable as possible and protected from further injury or illness.
 - Give constant emotional supportive attention: DO NOT LEAVE STUDENT ALONE.
 - Blankets and pillows should be available from the Clinic.
 - First Aid is available from the Clinic.
 5. Incident Report should be filed with the Principal's Office within 24 hours.

ENVIRONMENTAL POLICY

Purpose and Scope

The purpose of this policy is to minimize the school's potential impact on the environment and to provide a quality service in a manner that ensures a safe and healthy workplace for staff and students. The policy ensures the operation and compliance with all relevant UAE environmental legislation and the use of pollution prevention and environmental best practices.

Policy

- integration and consideration of environmental concerns and impacts into all decision making and activities,
- promotion of environmental awareness among all stakeholders and encouraging work in an environmentally responsible manner,
- training and informing stakeholders about environmental issues that may affect their work and learning environment
- reducing waste by purchasing recycled, recyclable or re-furbished products and materials where these alternatives are available, economical and suitable,

- promoting efficient use of materials and resources throughout facilities including water, electricity, raw materials and other resources, particularly those that are non-renewable,
- avoiding unnecessary use of hazardous materials and products, seeking substitutions when feasible, and taking all reasonable steps to protect human health and the environment when such materials must be used, stored and disposed of,
- purchasing and using environmentally responsible products accordingly,
- developing and maintaining appropriate emergency and spill response programs, where required by legislation or where significant health, safety or environmental hazards exist,
- communicating environmental commitment to parents, students and the public and encouraging support,
- striving to continually improve environmental performance and minimize the social impact and damage of activities by periodically reviewing environmental policy in light of current and planned future activities.

Accountabilities

Implementation: Environmental Club Committee/Principals/Deans of Students/HODs.

Compliance: Environmental Club Committee

PHOTOCOPY POLICY AND PROCEDURE

Purpose and Scope

At ADNOC Schools, we care greatly about environmental issues and as a result, we have developed a policy that outlines the obligations of the school to make extreme measures to save the environment and to increase staff awareness about the environmental impacts associated with everyday office practices. This involves setting up a committee of teachers, pupils, parents and the school caretaker. The aim is to make environmental awareness and action an intrinsic part of the life and ethos of the school.

We depend on paper so much that it is creating a real problem. Each year about 78 million tons of paper and paperboard are generated. Whether at work, school, home or elsewhere, reducing printing and ensuring to cut your paper use is extremely important. This protects forests and avoids pollution.

Every employee should encourage and facilitate environmental change for the entire school. By generating ideas and initiative and engaging colleagues in change, we can greatly reduce the overall environmental footprint.

Policy

All teachers are required to submit to the principal's office a request for photocopying documents. The request form is to be completed and submitted to the HOD for approval. The approved request to be submitted to the principal's office and will be received back within one week of submission. **All photocopying work is to be printed double sided rather than single.** It is the responsibility of **the principals** to ensure that only needed documents and needed quantities are copied and that the limits are followed at their campus.

It is the responsibility of the faculty/staff to submit a clear Photocopy Request Form with all the relevant information on the form.

All documents should use the ADNOC Schools logo and all notifications to parents about school activities should be sent via SMS, email and posted on Moodle.

FOOD SERVICE (CAFETERIA)

There is a cafeteria on campus where the students and faculty may purchase sandwiches, snacks and light meals. The service is run by ADNOC Oasis and is not part of the school. A menu of healthy foods and snacks has been presented to the school for the students during the breaks. During the Holy Month of Ramadan, the cafeteria is closed for all food service. Carbonated soft drinks (sodas), energy drinks, flavored milk and non fruit juices will not be available in the cafeteria; foods high in sugar and other additives will also not be available in the cafeteria for students, faculty and staff.

LOCKERS

Each student in grades 6 through 12 will be assigned a locker at the beginning of school. It is the school's expectation that students keep their lockers clean and organized. The school reserves the right to inspect lockers should the need arise. Students are not permitted to write on lockers or place stickers on the lockers. Students are encouraged to use their lockers and not share keys with other students. All books and items left carelessly in hallways will be placed in Lost and Found. Students should note that the GSD Office has spare keys in case a student forgets or misplaces a key. Lost keys will incur a fee for replacement.

LOST AND FOUND

All articles found about the school and those left in classrooms should be sent to Lost and Found in the Reception Area. These items are available for review if a student with proper description can identify a specific item.

PERSONAL BELONGINGS

Personal belongings should be kept locked away. Valuables should not be brought to school by either staff or students. The school is not responsible for personal belongings and is unable to replace lost, stolen or damaged items, so please ensure that your belongings are secure. It is required to keep grades, tests etc. securely locked in a desk or cabinet in your classroom as your room is not secure. Be sure to lock your door when you are not in your classroom.

TELEPHONES

Student mobile (cellular) phones are not allowed in the school. Students are not permitted to use the office phones unless they have special permission from the Principal. Students using cell phones in the school will have the telephone confiscated. If you confiscate a cell phone from a student, it should be turned into the Principal's Office with the name of the student for safe-keeping. The parents may claim the phone at the end of the day.

Teachers' cell phones are to be turned off when students are present in their classrooms during the school day. Teachers should use the phones in the teachers' lounge or in the School Offices for school business calls only, the office phones and switchboard phones are not to be used by teachers except in cases of emergency. The school offices and receptionist areas are a place of business and are expected to be treated as such. Teachers' cell phones must be switched off during class and used only for emergencies during school time. Should someone need to contact you have them call the School Office and we will notify you to contact them when you are available. In cases of emergency, we will make arrangements to cover your class so that you can take care of the emergency.

TEXT BOOK PROCEDURES

Teachers are accountable for the textbooks for their courses and are expected to make sure that all their students have the textbooks in their classes.

Students are responsible for all assigned textbooks. Their name should be written in ink in the front of each textbook. Students must buy a new book to replace any lost book. Students are not allowed to photocopy a textbook.

Students are also responsible for the safekeeping of all library books and must return books checked out from the library by the due date. Students will be charged the replacement cost for any lost or damaged library books.

Charges for lost Library Books will be based on the replacement cost of the library book itself. Any student who has not paid for lost or damaged books or returned the book will not be given their report card, or Transfer Certificate, until they clear their financial responsibilities.

UNAUTHORIZED ITEMS

Nuisance items are forbidden on the school campus. These items include such things as I-pods, CD Players, etc. Teachers should not allow their students to use them in individual classrooms. **Teachers' mobile phones are to be turned off and not used during class** instruction time under any circumstances. Use of mobile phone cameras is not allowed and taking pictures of students without their prior (or their parent's) permission is strictly not allowed. Any nuisance items that a teacher may confiscate should be turned in to the Principal's Office at the soonest opportunity. Parents may claim their items from the Principal's office at the end of the day.

ADNOC Schools is a **"Smoke Free" campus** and all faculty and staff are to refrain from smoking on campus or bringing tobacco products to school. Please keep in mind that we are modeling the behaviors that we consider important for our students to acquire.

VISITORS

In the interests of student safety, all visitors are required to sign in with the security guard at the gate and exchange their Identification Card for a Visitor's Pass. Once on campus visitors are to report to the school secretary (receptionist). Visitors, parents or otherwise, will not be sent to your classroom unescorted. Visitors will not be allowed to interrupt your class at any time. If a visitor comes to your class during class time or unescorted, please ask them to report to the Principal's Office to wait until you are available (there is a Parent Lounge for this purpose in each building). If you see a

stranger who is not wearing a visitor's pass or accompanied by a staff member in the building, please send or escort him to the Principal's Office.

MAIL

The school office will have an assistant to take internal mail from building to building. Clearly mark any messages with the name of the person for whom the message is being directed.

Any mail received for you by the school will be placed in your mailbox. Please check your mailbox regularly for any important messages and notices. Any messages for members of the school can be placed in the individual teacher's mail box or given to the secretary for distribution to the appropriate teacher. Do not have students check your mail box for messages.

FIELD TRIPS

- **In Abu Dhabi:** ADNOC Schools encourages the use of community resources in expanding students' knowledge about all course topics. Field trips should be designed to enhance learning for the students and not just for pleasure or reward for performance. Careful planning of field trips is necessary. Please consult the guidelines for all field trips. Field trip request forms must be submitted at least 10 days prior to the trip and parent permission forms and notification of other faculty members must be completed at least 5 days prior to the trip. All field trips must be approved by the Dean of Students and Principal. The GSD Office is responsible for arranging transportation for all field trips. All participating students must use the transportation provided by the school, no exceptions.
- **Outside of Abu Dhabi:** Trips outside of Abu Dhabi require special planning. These trips must be planned well in advance and must include the Principal's Office in the planning. Students are required to pay to participate in these field trips and as such planning should begin at a minimum of four (4) months in advance. See the Field Trip Procedures, Field Trip Request Form, and Evaluation Form for Field Trips Outside of Abu Dhabi. In addition at least one member of the supervisory faculty must be an Arabic speaker. Sponsors of trips outside of Abu Dhabi are required to meet with the parents of the students who plan to attend at least one month prior to the trip and the final payment of fees must be in to the Finance department one month prior to the trip. All trips require a nonrefundable deposit of at least 1/3 of the cost of the trip at least 3 months prior to the trip. The GSD Office is responsible for arranging transportation for all field trips outside of Abu Dhabi. All participating students must use the transportation provided by the school, no exceptions.

ADNOC SCHOOLS ACADEMIC PROGRAM

Absence, Attendance, Activities and Course Credit

Regular attendance at School is essential. Except for illness, students should not be kept out of School and every effort should be made to schedule doctors' and dentists' appointments before or after School. Parents are asked not to take children out of school prior to nor keep them out after scheduled vacation times. When absent from school, students are responsible for getting assignments and keeping up with missed work. If a student is absent due to illness for three days or more, a doctor's note is required prior to their return to classes. In all cases, students who fail to provide appropriate documentation to the Principal's Office explaining absences will result in the absence being reported as "unexcused". Teachers will mark a grade of zero "0" for all assignments reported as unexcused during the period of absence.

School policy dictates that students must be present in classes for 85% of the scheduled class periods from their first day of enrollment. It is the policy of ADNOC SCHOOLS that any time a student has not attended a minimum of 85% of classes, credit may be denied for the course or year. If there are extenuating circumstances (extended illness or other situations) the students and parents may request, in writing to the Principal, a waiver of the minimum attendance requirement.

If a student is denied credit for a course due to excessive absences, the only recourse is to appeal directly to the Head of School who shall determine if extenuating circumstances of an unavoidable nature are involved, warranting a waiver of this policy.

In order to participate in after-school activities and extra-curricular activities (sports, theatre, and concerts, etc.) students must attend all class periods that same day (when events occur on evenings of that same day). If the school activity occurs during the weekend, participating students must be in attendance at school on Thursday. A doctor's notification and other relevant information may alter enforcement of the regulation in extenuating circumstances. The final decision lies in all cases with the Principal.

Additionally, students participating in after-school and evening activities are expected to be at school the following day. Not attending school the following day may result in a student not being able to participate in further extra-curricular activities.

Academic Failures

When a student fails a course given by the School, the student will be expected to make up the failure by undertaking additional study prior to the next academic year and/or by passing a make-up examination. In any case the original, failing grade will continue to be noted on the student's transcript. Upon successful completion of a summer study program, the grade earned will also be recorded on the transcript. The makeup exam grade or the summer grade will be used in determining the student's average grade. It is the responsibility of the student to make arrangements for making up any failure.

It is important to notify parents when students are not achieving acceptable grades in your classes. Anytime a student earns a D or F in your class, please notify the student's Advisor and the

Counselor so that they can be made aware of possible academic concerns. The Advisor and the Counselor will inform parents so they are aware of their child's performance and support their child to improve their grades. Teachers are always encouraged to contact families in regard to their student's academic progress.

Academic Integrity

ADNOC Schools treats all forms of dishonesty with great seriousness and any form is treated as an offense that may lead to expulsion. ADNOC Schools students are expected always to be honest and tell the truth. Any kind of dishonesty, including cheating on academic work, will not be tolerated, and students will be expected to produce work that is the product of their original and unaided effort.

Borrowings and quotations from other sources (literary or otherwise) in written papers and oral reports must be acknowledged in conventional fashion with citation and/or other forms of attribution as will be explained by teachers. ADNOC Schools will maintain an account with the Turnitin.com for teachers to use as a check against plagiarism of any kind. Students will be required to submit any research papers or essays to the Turnitin.com website to verify the authenticity of the work, and provide a useful learning experience to appreciate the value of submitting original academic work.

Cases of cheating or other kinds of academic dishonesty are not, however, always as clear as one might expect. The ingenuity of student's rationalizations may be surprising, and there are sometimes genuine misunderstandings. Faculty should be aware of certain cultural differences that some students may need to overcome. It is therefore very important to clearly explain to students at the beginning of each year what your expectations for academic honesty are.

Maintaining academic integrity in the classroom requires effort on the part of the teacher as well as the students. Teachers should take a personal responsibility for following up on incidents of academic dishonesty and **MUST** report all incidents to the Dean of Students and the Principal. Faculty must also confront such behavior at once, on the spot. Incidents brought up later rarely find support unless there is an immediate confrontation.

The following considerations must be kept in mind in regards to academic integrity:

- Avoid assignments which are "right answer" type assignments or fill in the blank type worksheets as they are easily and frequently copied. Free response paragraph/essay type assignments with attention to a clearly stated and assessed process or any that involve interpretation, explanation, evaluation, prediction or any of the higher order thinking skills not only provide opportunity for learning, but help prevent cheating.
- Be very vigilant with test papers. Keep exams and tests secured in a locked cabinet. Make only the required number of copies and do not use the same test on consecutive years. Create a test data bank for questions to enable you to create multiple copies of a test to cover material. If you are going to use a test from a printed source or the internet, ensure that the source is not printed on the test or exam. Set up the room to discourage copying and monitor the testing situation closely.
- Keep your teacher editions secure.

Academic Performance Suggestions

No matter what discipline you teach, if you require some form of expository writing, insist at ALL TIMES on correct grammar and spelling.

Any student test grade that deviates more than 15 points or more from his or her academic norm should be subject to investigation.

If a student gets low-test scores but performs well in all the rest of the work in the course, investigate to find out the reason of the low performance on Tests.

Test to find out what your students know, not what they don't know. There is a subtle but important distinction between the two approaches.

Return test and outside work as soon as possible! The late return of work insults the students who think you don't care about their performance; is educationally useless, as students must learn before they go on to the next stage. Remember that the work must be handed back in to students punctually.

Academic Probation, Tutorial and Re-Enrollment

According to the ADNOC Schools Parent/Student Handbook, students who are not achieving academically are placed on academic probation (Refer to Parent/Student Handbook). All students who are on probation are immediately referred to Counseling Services.

Students are not allowed to participate in ECAs and will be placed in Tutorial for classes where the quarter grade earned is below 65%.

Course Syllabus/Unit Plans/Assignment Calendars

All teachers are required to provide a general Course Syllabus on the First Day of Class for all students which provides the following information:

1. Course Description
2. Units of Study
3. Course Textbook and Required Course Materials
4. General Rules and Guidelines for Classroom Management
5. Grading Policies for Homework, Absences, Percentages for Class Assignments

Teachers adopt the habit of creating unit assignment calendars, which provide topics of study, class reading assignments, homework assignments, essential questions related to topics, and assessment due dates for the unit. It is vital to student performance that unit calendars are accurate, and give parents a clear picture of your course program of study. Make sure that the unit tests dates on your calendar are the same as the weekly test schedule distributed to students at the beginning of each semester.

Curriculum: Atlas Rubicon

The school maintains a curriculum based on nationally recognized standards from the United States, with attention given to satisfying requirements of the UAE Ministry of Education. Departments will work together with the Director of Curriculum to establish a curriculum revision cycle to ensure that each subject area is periodically reviewed and updated. Curriculum review should give attention to revision of standards and benchmarks, textbook adoption, and scope and sequence of the subject offerings.

Atlas Rubicon is the software we use to store our unit plans and assessments. Our goal is to have all units mapped in Atlas as soon as possible to match with our Course Offerings and the Standards and Benchmarks agreed by department. At the beginning of the year, the administration will outline the mapping expectations for the year which will coincide with that year's school initiatives.

Record Keeping

Maintaining accurate records is vital to the operation of the school. Faculty members are requested to update their records on a regular basis and ensure that the records are accurate. Lesson plans may be checked periodically by the principals and HOD's to insure adherence to the school's curriculum and to Best Practices in Professional Education. The following records are a minimum requirement for each faculty member:

- **Lesson Plans:** All teachers are expected to keep lesson plans. Department Chairs are asked to review lesson plans on a regular basis. The principal will periodically ask to review a teacher's lesson plans and prior to a formal observation the principal and teacher will review the plan for the lesson scheduled for review. ADNOC SCHOOLS also utilizes an online system for maintaining curriculum planning (Rubicon Atlas and Moodle) and lesson plans, unit plans, assessments and exemplars are to be regularly posted at the school website. Teachers are requested to keep emergency plans that correspond to their regular lesson plans and review these on a regular basis for accuracy in case they may be absent for any reason.
- **Semester Guides:** In addition to Lesson Plans each faculty member is expected to provide a semester guide of weekly and/or unit plans to their Department Chair and the principal. The format for these plans may be decided by the Department. The purpose for these plans is to allow the Department Chair to ensure that the Curriculum is being taught and provide a periodic check for appropriate pedagogic approach to the lessons.
- **Year Plans:** Year plans offer an overview of the core components of each course against a predicted time frame. They are turned in to the Department Chair and principal by mid-September. A copy will be stored in the Curriculum Binder. A revised year plan will be submitted in June. These plans should also be posted at the Atlas Rubicon website and updated regularly.
- **Curriculum Binders:** In addition to the Atlas Rubicon website, each teacher will maintain a binder in which year plans, unit plans, resources and assessments are stored as part of the permanent record for the class. The Department Chair and the principal will monitor the development of the binders. The Director of Curriculum and Staff Development will meet

with each teacher twice a year to review the binder and curriculum. The binders will be turned in at the end of the school year.

- **Grade Books:** The parents of our students are extremely interested in grades. You may well be asked to justify your assessment. Good record keeping is, therefore, essential. This includes grade records as well as evidence of graded work from notebooks, portfolios or other sources. The school uses PowerSchool's award winning grading program and you should regularly post your grades in PowerSchool in order to facilitate easy uploading at reporting time. You are encouraged to do this daily or weekly rather than wait until the last few days of the quarter.
- **Attendance:** Teachers are required to record their class attendance in the grade book as well as on PowerSchool SIS. Attendance must be posted for each class on a daily basis. Attendance for all periods, including homeroom, must be submitted within the first 10 to 15 minutes of the start of the class, unless special arrangements are made with the administrative assistants and permission is given. Teachers may also be asked to submit attendance via email using class lists or a paper-based form if for any reason PowerSchool or the network is down.
- **Personal records of Teachers:** Teachers will have a personal file, some contents of which will be shared with the Administration when a teacher and an Administrator (usually the Director of Curriculum) meet before school begins and after school ends.

The file should contain among other items:

1. A CV
 2. The teacher's philosophy of education
 3. Peer observations with criticisms and commendations
 4. Official observation(s)
 5. All letters from the Administration
 6. All letters from parents and students
- **ALWAYS KEEP A BACK UP AS A HARD COPY AND FILE ALL RECORDS!!!**

English as the Academic Language of ADNOC Schools: Writing, Reading, and Speaking

In line with the goals and philosophy of ADNOC Schools, it is important to note that we are a school of many cultures and backgrounds. While it is a priority to give attention and respect to the multicultural nature of our student body, it is also important to understand we are an educational institution where the language of instruction is English. It is made clear to students who attend ADNOC Schools that interaction in classes where instruction and guidance for the curriculum are provided, that all communication between faculty, students, and staff is conducted in English. This reinforcement helps to fulfill both the curricular goals of ADNOC Schools, as well as give students the opportunity to communicate more effectively in an English-speaking environment outside of the ADNOC Schools community. We consider ourselves as a community of English language learners, where respect and appreciation to native Arabic language and culture is emphasized.

First Break

The First Break is an unstructured period for students to meet friends and get a quick bite to eat before the rest of the instructional day. Students and faculty may use it flexibly to schedule individual conferences with students and advisees, organize group meetings, or provide extra help with academic courses.

Assembly

The Assembly Period is designated as an all-school meeting period where formal announcements and presentations can be made in front of the entire student body. At least once a week, there will be a school-wide meeting to make general announcements. Other scheduled meetings will include Advisor/Advisee meetings. Faculty, students, and clubs are encouraged to use this time as a “forum” to bring up issues, questions, and concerns for the benefit of the entire ADNOC SCHOOLS community. Examples of activities during this period can include special speakers, school elections, speeches, and presentations.

All Faculty members are expected to attend the assemblies and take attendance of their advisory groups. Faculty members are expected to monitor student behavior during assemblies.

Lunch/Prayer Break

The Dining Hall will be open to provide students a variety of selections for lunch. During this break students will be given time for prayer. Faculty members who are placed on the Duty Calendar supervise this period.

ECAs, Tutorial, and Meetings

ECAs Period is considered important to provide students the opportunity to incorporate flexibility for scheduling, opportunities for Extra-Curricular Activities (ECAs) or Tutorials requested by teachers and students seeking academic help. All students are required to be involved in some activity during the ECAs Period. This is a time that is considered less formal, but nonetheless an essential part of the ADNOC SCHOOLS curriculum.

Calendar

The operational calendar for ADNOC Schools students shall meet between 175 – 183 days instructional standard required of schools in the United Arab Emirates. The school year shall begin in late August/early September and conclude in June.

Holidays observed by the school will be those religious and civil holidays of the Abu Dhabi government and the Emirates. These are designated on the school calendar. The school operates Sunday through Thursday, observes a Winter Holiday required by the Ministry of Education and a Spring Holiday of approximately one week in April.

GENERAL SCHOOL ORDER AND DISCIPLINE

Every teacher and professional employee should consider it a part of his or her responsibility to help maintain the general orderliness of the school. It is just as much a responsibility of the middle

school teacher to reprimand an upper school student, as it is the upper school teacher's responsibility. Discipline and good order can only be realized when the teachers and staff share the same high expectations for good behavior and discipline. We should feel comfortable in speaking to students about their behavior. Only in this way can behavior be corrected.

The students and faculty of ADNOC Schools work together in a small community that can flourish only through cooperation and regard for the rights and property of others. The ADNOC Schools Code of Conduct and Rules of Conduct are necessary to protect the rights of our school community and of every individual within our community.

BEHAVIORAL GUIDELINES AND EXPECTATIONS

Behavior reflects the academic and social progress of a student. The administration and staff of ADNOC Schools believe that it is important to encourage and reinforce positive behavioral patterns. ADNOC Schools discourages negative behavioral patterns and relies upon parental support and cooperation to accomplish this objective.

The following guidelines and expectations should clarify the standards that are expected of all students as they go about their daily school lives. It is part of the school's vision that all students try to achieve their best. Therefore, please take time to read the following rules and policies that have been outlined to maximize the creation of a productive learning environment for each child.

As stated in the Mission Statement, ADNOC Schools students are expected to act in a respectful manner toward their peers, their teachers, support staff, and the administrative team of the school, as well as towards the excellent facilities which the school provides. Students should model their behavior according to the following guidelines:

- avoid disturbing or interrupting other classes
- be punctual for all classes
- behave in an honest and honorable manner
- complete the assigned work on time
- follow correct school dress code
- follow seating plan assigned by class teachers
- have all materials required for class
- keep the classroom and school premises clean and tidy
- remain in class until dismissed by the teacher
- respect school property and the property of others
- show respect to teachers and peers
- sit quietly in the assigned seat when using the school bus
- stay in allocated student areas during study periods and break times
- walk quietly and orderly in the corridors when moving between classes
- work quietly and follow class instructions

Unacceptable Conduct

The following types of behavior are unacceptable and should be avoided at all times. They are divided into Level 1, Level 2, and Level 3 misconduct:

Level 1 Misconduct

- being late to class or homeroom/assembly
- chewing gum on school premises
- disrupting a lesson by talking or behaving inappropriately
- eating or drinking in class (water is permitted; students may eat only in the assigned areas)
- failing to follow classroom instruction
- failing to maintain student planner
- littering the campus
- violating the school dress code
- not bringing required books to class
- not doing homework
- roaming the hallway without a Hall Pass
- speaking Arabic in English medium lessons and vice versa
- trespassing within restricted areas
- using a mobile phone or electronic entertainment device within the classroom, hallway, or other restricted area
- any other conduct deemed inappropriate or unacceptable by the school principal

Level 2 Misconduct

- consistent repetition of one or several Level 1 misconducts
- bringing videos, pictures, and magazines which are not acceptable in our society and school
- cheating during tests or examinations
- copying other students' work (plagiarism)
- displaying a negative attitude towards society and school
- falsifying school reports and certificates or withholding such documents from parents
- fighting, bullying, or violent behavior towards others
- losing a Follow-Up Agreement (Form C1) or Conduct Probation Form (Form C3) from a teacher, advisor, or school counselor
- seriously disrupting a lesson, preventing teaching and learning
- showing disrespect to others
- smoking or being involved with illegal substances (*Middle/ High School*)
- swearing or using abusive language
- taking or damaging school property, as well as the property of teachers, peers, or others
- truancy from class (unexcused absence)
- any other conduct deemed seriously inappropriate or unacceptable by the school principal

Level 3 Misconduct

A Level 3 Misconduct is any repeated Level 2 Misconduct or combination of several Level 1 and/or Level 2 Misconducts, as well as any other conduct deemed

inappropriate or unacceptable by the school principal that threatens the safety and well-being of fellow students, faculty, administration, and support staff.

Procedures in Case of Misconduct

The steps below will be implemented according to severity of the misconduct:

- **Step 1: Teacher Classroom Management (Level 1 Misconduct):** Teacher manages inappropriate conduct with classroom management strategies. Consequences could include oral warning, classroom detention, and/or a note in the student planner. At their discretion, a teacher may also write with the student a **Guideline Infraction Form**. The teacher may write with the student up to three **Guideline Infraction Forms** before preparing a **Follow-Up Agreement (FC-1)** with the immediate parental notification. The Student is then referred to the Student Supervisor for further action. For Level 2 and Level 3 Misconducts, the student is referred immediately to the Student Supervisor.
- **Step 2: Referral to Student Supervisor (Repeated Level 1, Level 2 and Level 3 Misconduct)**
For Level 1 referrals and Level 2 and Level 3 misconducts, the Student Supervisor will discuss the inappropriate behavior with the student. The Student Supervisor will then issue a Conduct **Management Referral/Record (CMR)** with the immediate parental notification. The Student Supervisor will then submit a copy of the **CMR** to the Dean of Students. Following two **CMRs** the Student Supervisor will issue the student a conduct notification letter. The student is then referred to the Dean of Students for further follow up. This will be recorded by the into the SIS data-base.
- **Step 3: Referral to the Dean of Student (Repeated Level 1 , Level 2 and Level 3 Misconduct):**
The student is placed on behavioral conduct probation ranging from a few days to several weeks. At this level of misconduct, the student may be required to attend **Supervised Lunch Study** sessions and complete a **Conduct Probation Form (FC-3)**. Within 24 hours of the referral, the student's parents will be notified by telephone by the Dean of Students that their child has been placed on probation. Upon receiving the **FC-3 form** twice, the Dean of Students issues the student a conduct notification letter and a **conference with parents would be required**. When the student is referred twice to the Dean of Students, the Dean of Students will refer the student to the Principal or the Headmaster.
- **Step 4: Referral to the School Principal/Headmaster (Level 3 Misconduct)**
Within 24 hours, parents will be notified by phone by the school principal or headmaster of their child's misconduct and of the possibility of suspension. At this stage, a **conference with parents would be required** and a second conduct notification letter will be presented to the parents.
- **Step 5: Student Suspension:** At the discretion of the school principal/headmaster, students can be suspended by the School for a specified period of time. Suspensions will normally vary from 1 to 5 days depending on the severity of the misconduct, but could be longer. The school principal or headmaster may give the student an internal suspension or out-of-school suspension.
- **Step 6: Student Expulsion:** A student may face expulsion for serious or consistent Level 3 Misconduct. Expulsion procedures will follow laws set forth by the Ministry of Education.

The Headmaster reserves the full right to supersede all disciplinary procedures in cases of serious infractions deemed to negatively impact the safety and welfare of the school and students.

NOTE: The disciplinary actions stated above may not be followed sequentially depending on the severity of the misconduct.

FURTHER EXPLANATION OF CODE OF CONDUCT PROCEDURES

Conduct Management Referral/Record (CMR)

The Conduct Management Referral/Record is entered into an electronic database using the Student Information System (SIS) software. The purpose of this record is to help teachers, advisors, and school counselors monitor problematic academic and behavior-related conduct in students before it seriously threatens the well-being of the student in question and fellow students.

Parents are encouraged to regularly check the SIS to monitor their child's conduct and academic progress in an effort to help prevent academic and behavior-related problems from proceeding beyond Step 3. ADNOC Schools believes that parents and teachers must work together to help students become responsible for their own behavior and prevent conduct problems before they escalate. To track their child's conduct, parents can login to the school SIS.

NOTE: A login account with username and password will be provided to parents within the first months of the first semester.

Follow-Up Agreement (F-C1)

The Follow-Up Agreement is an informal problem/solution agreement between the student and a faculty member to help the student recognize an academic or behavior-related problem in need of improvement. This form may also be sent home to the parent for notification of the issue of concern by a faculty member. The purpose of this form is to help instill personal responsibility and self-discipline within students to take ownership of their academic and behavior-related conduct.

Supervised Study Probation (F-C2)

During this session, the student may be required to attend a 3:00 pm to 3:55 pm Supervised Study Probation session, based on a schedule outlined by the Dean of Students. The purpose of this session is to help students recognize the importance of self-discipline and proper study habits. At the discretion of the Dean of Students, the student may also be required to prepare a long-term study plan. The Dean of Students may also provide the student with some instruction and/or instruction materials to help improve the student's study habits. Parents will be notified by a Conduct Notification Letter if their child is in the process of being placed on Supervised Study Probation.

Conduct Probation (F-C3)

If the Dean of Students believes that a student is headed for a school suspension, unless the student seriously addresses his or her own academic or behavior misconduct, the will construct a

Conduct Probation plan for the student. The purpose of this plan is to help the student recognize the severity of their misconduct and that their inappropriate actions will have serious consequences.

HOMEWORK EXPECTATIONS

In general, homework should not be given for the sake of giving homework. As a guideline, students should not have more than 1 hour of homework in all subjects on any given day for Grades 1 to 5. Students should not have more than 2 hours of homework in all subjects on any given day for Grades 6, 7 and 8. Students in Grades 9 through 12 can receive between 2-3 hours of work on any given day. Of course, there will be some students who have less than this, and some students who have more based on how they use their time in class. It is expected that teachers monitor homework levels in their classes frequently to ensure that students are not completing too much of their work at home.

It is also important that teachers communicate with each other to stagger major projects and assessments for their students. Teachers should ensure that students receive sufficient individual attention to ask questions and discuss assignments before leaving class each day.

Homework Time Allocation

Knowledge base, skill level, language level and the number of disruptions will impact the time required to complete homework. The following times are approximations:

- Grade 1 Maximum time per evening 30 minutes
- Grades 2 & 3 Maximum time per evening 40-50 minutes
- Grades 4 & 5 Maximum time per evening 60 minutes
- Grades 6 & 7 Maximum time per evening 110 minutes
- Grade 8 Maximum time per evening 120 minutes
- Grades 9 and 10 time per evening 2 – 3 hours
- Grade 11 and 12 time per evening 2 – 3 hours. Students in the Advanced Placement program may find that the requirements will extend the amount of time spent on work outside of school
- Weekend Homework: Weekends are the same as week days. That is homework that is assigned on a Thursday should have the same time allocation as that of a regular week day

Projects and Long Term Assignments

- These are common homework activities. The project/assignment should be based primarily in the classroom with the homework being completion of the project, research and presentation
- Once the project/assignment is assigned, the teacher is expected to avoid assigning additional competing homework

The following are guidelines to consider with the assignment of homework:

- Homework that requires practice and review of material already taught is most beneficial.
- To demonstrate that the teacher takes homework seriously, homework should be collected, checked for completeness, and intermittent instructional feedback given. The main purpose is to identify individual students' learning problems.

- Almost all of the students should be able to complete the assignment successfully.
- Homework should not be seen as an opportunity to test.
- Homework should not be used as a punishment.
- Students are the ones who complete the homework.
- Balance is essential; there should not be a conflict between the demands of homework and the social, emotional and physical aspects of the students' personal and family lives.

The following responsibilities are considered for teachers, students, and parents:

- **Teacher Responsibilities**

- Set up the homework in a way that all students understand what is expected of them.
- Allow students time to record the homework assignment in their Handbook.
- Monitor student completion of homework.
- Mark and return homework quickly when that applies.
- Contact parents if homework is not being done, being done poorly, or it is suspected that someone is doing the homework for the student.

- **Student Responsibilities**

- Record the homework assignment accurately in the Student Handbook.
- Complete the work to the best of his/her ability.
- Hand in the homework by the prescribed deadline.
- Inform the teacher of any factor that has prevented the homework from being done. The teacher may call to confirm this information with the parents.
- Negotiate with the teacher in advance of the due date, if it is known that something will prevent the homework from being completed; such as school trip, SAT's, etc...
- Negotiate with the teacher if something prevented the homework from being done or if it is missed due to a sudden excused absence.

- **Parent Responsibilities**

- Allow time for the student to complete his/her homework.
- Set up an environment at home that is conducive to doing homework.
- Support their child by providing resources and advice.

STANDARDIZED TESTING POLICY

The primary purpose of using standardized assessments is to provide information that can be used to improve instruction and student learning. Such tests assess the educational development of all students, regardless of the curriculum they have followed, or the specific courses they have taken.

Standardized tests are complementary to the range of classroom based assessments, structured observations and informal inventories which continue to serve as the primary source of data.

The data gathered will be used to:

- obtain information for supporting instructional decisions

- evaluate the progress of groups of students
- analyze strengths and weaknesses of the programs
- provide additional information about students achievement levels

Standardized testing results will be placed in student files and will be taken into consideration by teachers when drawing conclusions about students’ overall abilities in English and math. The data gathered will not be used as part of the grading process. (Refer to the Parent-Student handbook for more details).

Limitations

Results from such tests should always be interpreted cautiously especially when tests are given to students who are culturally or linguistically diverse. Cultural bias and language levels need to be taken into account when interpreting results. The norms are developed from native English speakers.

Standardized test scores provide a summary judgment of student learning. They rely heavily on selected response and some students may not respond well to this limited assessment practice.

Externally Scored Standardized Tests Administered

GRADE LEVELS TESTED	TEST
KG1 to Grade 11	IOWA
Grades 9-11	PSAT
11	PSAT, SAT, AP
12	SAT, AP

STUDENT PLANNERS

One of the goals of a ADNOC Schools education is to engender those habits and behaviors that ensure success. To that end, ADNOC Schools students are expected to maintain an up-to-date planner of their assignments. Advisors are expected to make regular weekly checks that students are maintaining a current record of assignments. Students will be provided with a student planner at the beginning of the semester. Each student will be required to bring this planner to every class, except PE classes.

The planner will help students to organize homework and keep track of other important assignments and dates. When a teacher assigns homework, the students should write the details and the due date clearly in the planner. The students should bring the planner home every day to remind them of assignments due. Parents should review the planner frequently, to determine whether the student has homework or not. ADNOC Schools student planners will be purchased at the beginning of the year from the ADNOC Schools store.

TEST CALENDARS

Students should not have more than two tests or other major assignments (not including quizzes) in core subjects (English, Arabic, Mathematics, Social Studies, Science, or Foreign Language) on any given day.

Testing calendars for all grades will be prepared for the whole semester by the administration in coordination with HODs to provide test dates during the semester.

PARENT-TEACHER-STUDENT ASSOCIATION (PTSA)

It is the aim of ADNOC Schools to encourage and support family involvement in education, at home, in our school and community.

ADNOC Schools respects the role of families as important decision-makers for their children's education. The school is committed to the creation and implementation of culturally inclusive and effective school-family partnerships and believes these partnerships to be critical to the success of every student.

Research proves that parental involvement is one of the most significant factors contributing to a child's success in school. When parents are involved in their children's education, the level of student achievement increases. Students attend school more regularly, complete more homework in a consistent manner, and demonstrate more positive attitudes towards school.

Successful school-parent partnerships are supportive relationships in which staff and parents work together to improve student learning. The PTSA is an organization established to develop a partnership between parents, teachers and students. It serves as a type of forum where parents, teachers, administrators, and other concerned adults discuss ways to promote quality education, encourage community involvement, and work for a safe, healthy environment.

The PTSA will also provide its youth members with the opportunity to make a difference by developing leadership skills, increasing their self-esteem, and contributing to the school. In turn, adult members gain a new perspective for program development, as well as acquire a better understanding of the youth of today.

Mission of the PTSA

The mission of the PTSA is to establish

- a powerful voice for all children
- a relevant resource for families and communities
- a strong voice for the education and well-being of every child

Values of the PTSA:

- **Collaboration:** The PTSA will establish a partnership with a wide array of individuals and organizations to accomplish the agreed-upon goals.
- **Commitment:** The PTSA is dedicated to promoting children's health, well-being, and educational success through strong parent, family, and community involvement.
- **Accountability:** The PTSA acknowledges its obligations and fulfils its promises.
- **Respect:** The PTSA values its colleagues. It expects the same high quality of effort and thought from itself as it does from others.

- **Inclusivity:** The PTSA invites the stranger and welcomes the newcomer. The PTSA values and seeks input from as wide a spectrum of viewpoints and experiences as possible.
- **Integrity:** The PTSA acts consistently with its beliefs. Errs are acknowledged and measures are taken to make amends.

Purpose of the PTSA

- To develop a closer relationship between the home and the school so that parents and teachers may cooperate intelligently in the education of children and youth.
- To develop a relationship between educators and the general population in an effort to secure the highest advantages in physical, mental, social, and spiritual education for all children and youth.

ADNOC SCHOOLS'S PTSA goals

- To make every effort to create a PTSA board and membership that is inclusive and reflective of its community.
- To encourage that a committee plans all PTSA activities at the school that is representative of the population.
- To promote the welfare of the children and youth at home, school, community, as well as their place of worship.

PTSA Board

- President
- Vice President
- Secretary/Treasurer
- Administrator Representative
- Teacher Representative
- Student Representative
- Parent representatives of students from different grade levels (One representative for KG-Grade 2, Grade 3-5, Middle School, High School)

Because the PTSA is so important, and its volunteer activities potentially so wide-ranging, the following steps to structure and clarify the Association's role are recommended:

- The Board of Trustees, in consultation with the administration, should develop a set of written by-laws for the Association that make clear its procedures and role as a service organization.
- The by-laws should clearly state the Association's mission to support the decisions and policies of ADNOC Schools. The Parents Association neither participates in policy-making by the school, nor functions as a lobbying group.
- The finances of the Parents Association should be supervised and regularly monitored by the school and should be part of the school's annual audit process.

- The Head of School should be closely involved in the Association nominating process. Cooperation and teamwork between the Head of School and the officers of the Parents Association is crucial to the health of the school community.
- It is appropriate that the Parents Association advertises its activities and events. However, the Association is not a public relations arm of the school and should play no role in the school's efforts to communicate about itself.

PARENT COMMUNICATIONS AND REPORTS

An important part of the ADNOC Schools Vision is that we work in partnership with parents to provide an excellent education for our students. This means that we will make every effort to keep parents informed of the status of their child related to academic and social standards. No child will be given a grade below C without prior notification to parents.

ADVISOR/ADVISEE SYSTEM

The Advisor/Advisee system is a vital program of ADNOC Schools that offers all students a familiar contact on campus. The role of the Faculty Advisor is primarily that of an advocate to monitor the general academic and social progress for their students. Faculty Advisors can be expected to have between 7-10 advisees within their group, where they will provide students information for course scheduling, grade reports, and activity schedules. Advisors will also act as the first line of communication between ADNOC Schools and parents to report on the progress of their child. Parents and students are encouraged to foster a caring, cordial, and constructive relationship with the Advisor to set goals, provide feedback, and maintain steady communication throughout the school year.

Advisor Responsibilities

In our goal to meet the needs and encourage development of the whole student/person, each teacher is assigned 7-10 advisees. Usually, the advisee remains with the advisor for the duration of his/her four years. The advisor's responsibility is to follow the student's academic and extracurricular careers and to:

- meet daily during Advisory Period to talk with advisees, check dress code
- serve as advisee's advocate
 - mediating with other teachers
 - encouraging academic and extracurricular talents
- support new students who are your advisees
 - calling parents to introduce self and offer support
 - paying close attention
 - learning special needs
- disseminate school information
 - handing out beginning of year material and explaining it
 - scheduling talking to advisees about report cards and comments
 - helping in the college search/application process
- communicate with parents
 - calling when realizing an advisee is failing a class (as soon as information is received!)

- reporting successes as well as problems for the quarter (written comments or calls)
- serving as liaison between the school and parents
- advising students and parents about strengths and weaknesses of the student, after each quarterly report
- taking part in two formal parent/teacher conferences per year
- lead advisee group in school/community service
 - initiating one community service activity for school service credit (can be done in conjunction with one or more other advisee groups)
 - keeping track of whether advisees are meeting school service requirement hours

APPOINTMENTS

Parents are always encouraged to contact advisors to liaison between families and teachers. If issues cannot be resolved promptly through the advisor contact, then parents can request to make an appointment with the appropriate division principal. Except in case of emergency, parents are requested to make an appointment with these staff members in advance. To guarantee transparency with all contacts, it is important that teachers are notified by advisors and Principals of first contact with parents, and remain informed throughout the communication. Records of all contacts with families are kept and made available upon request.

GRADE REPORTS

Report cards are sent home to parents four times per year. These dates are marked on the school calendar. Report cards contain comments, and all grades taken from the SIS Grade book. Teachers will be asked to complete reports approximately one week before they are sent home. Report cards are placed into the student's permanent file and therefore it is essential that they be free of errors. Here are some Guidelines for Report Cards:

- Comments should be personal, outlining progress and making suggestions for improvement.
- The audience for the report card is the parent so the majority of the comments should be written in third person and directed to the student. A final sentence to the student is appropriate.
- Proofreading meetings should be scheduled before report cards are printed. It is essential that all teachers ensure that at least two other teachers have proofread their reports. Please proofread your reports carefully! **Anything we send home to parents should be of the highest quality.**

PROGRESS REPORTS

Progress reports are issued six weeks into the First Quarter to provide parents with feedback about their child's behavior and identify any areas of concern which might prevent students from reaching their academic potential. A progress report will give parents feedback on the following information:

- class preparation and completion of class assignment
- effort and on-task behavior
- classroom discipline
- understanding of concepts and course content

- grade average and effort grade to date.

If the student is having difficulty, it is essential that details explaining the issue(s) be included in the progress report so that there are no surprises on the subsequent report card! Teachers will be asked to complete report cards approximately one week before they are sent home. The Counselor and Principals will inform you of the due dates for reports. This will allow enough time to print, sign, and collate reports. If one misses the deadline, it delays the entire process so your consideration is appreciated.

GRADING SYSTEM

All teachers will explain the grading system in detail during the first week of school. In general demonstrated mastery of skills and concepts, as well as participation in class activities and exercises contribute to a student's grade. Individual departments are expected to discuss their grading schemes before the beginning of the school year. Faculty members should refer to the grading process that is appropriate to their division and department. Department Heads will provide you with the grading process at your request.

- "A" denotes work of the finest quality, produced consistently.
- "B" denotes work of honor quality, produced consistently.
- "C" is used to identify acceptable achievement that meets the goals of the School's curricula.
- "D" designates work which is passing, but indicates a need for significant improvement in both quality and consistency. A "D" serves as a warning for failure in the course.
- "F" indicates failure to meet the requirements of the course, as stated in the school's curricula.

A Grade Point Average (GPA) is calculated for each quarter. A cumulative GPA based on semester grades is calculated for Grades 9-12 letter grades and their numerical equivalents are listed below:

Grade	Percentage % Equivalent	Grade Equivalents G.P.A.
A+	97 – 100	4.3
A	93 – 96	4.0
A-	90 – 92	3.7
B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	63 – 66	1.0
D-	60 – 62	0.7
F	0 – 59	0.0

Effort Grades

Students in Upper School also receive numerical Effort Grades. The following scale is used:

1 = Excellent Effort

- 2 = Good Effort
- 3 = Satisfactory Effort
- 4 = Poor Effort
- 5 = Unsatisfactory Effort

PRINCIPALS

The Division Principal is available to teachers, parents, and students for consultations concerning a student's academic and other needs. Parents are requested to make an appointment with the Principal by phoning directly or through the appropriate secretary.

PARENT-TEACHER CONFERENCES

Parent Teacher Conferences are held after the Progress Reports are issued during the First and Third Quarter. Conferences are organized on an "arena" scheme, with teachers available to discuss the progress of students in their classes. Discussions are defined to the students' overall progress and strategies to improve performance, and limited to 5-10 minute conversations. Appointments should be made outside of the scheduled conference time should further discussion be necessary. All other conferences between parents and teachers are coordinated through advisors on an as needed basis.

How to Have Good Conferences

Children flourish when the adults in their lives agree on them. Children do not have strong identities on their own. They see themselves through the eyes of the adults who love and teach them. For that reason it is important that the adults in their lives see them in a unified way. If parents and teachers are on the same page with respect to children, it is much easier for the children to feel whole and understood, and to succeed. That is why it is essential that parents and teachers move beyond the fears that afflict their relationship and create a sturdy alliance between them.

How can teachers and parents get beyond their mutual fear? Teachers need to work with the vast majority of well-meaning parents, and they need to be given specific training in the management of difficult and attacking parents. Parents need to disarm the power differential inherent in the situation of parent-teacher communication by demonstrating that they want to learn from the teacher. Teachers need to remember that parents are afraid. Parents need to remember that teachers feel vulnerable. Both need to act accordingly.

Promoting Successful Parent – Teacher Conferences

- **Tips for Teachers**
 - Avoid surprises (especially unpleasant surprises) by preparing parents in advance of meetings through letters and phone calls.
 - Send frequent reports to parents of children who are having ongoing trouble in your class.
 - Be well prepared and organized with data on a child's performance, have an agenda for parents, and have documented facts available for parent conferences. Have your guidelines, expectations and curriculum for all your classes readily available.

- Establish a mutual agenda for the meeting, based on what you wish to cover and by asking the parents what they wish to cover.
 - Be honest, especially when you are struggling with a child, and encourage parental honesty.
 - Remember that fear is the primary motivating force behind a parent’s defense of their child. Listen patiently and do not lecture parents.
 - Avoid taking any parental anger personally. Accept willingly a parent’s request to call your supervisor or have the supervisor present in a conference. Try not to feel threatened.
 - Use descriptive language, cite specific examples, and avoid judgmental terms.
 - Keep the focus on the child’s work and behavior. Describe not label.
 - Get parents to talk about their hopes, their worries, and their expectations for this child.
 - When possible, hold the conference in a comfortable, circular arrangement (not sitting behind a desk). Shake hands, make introductions, and get everyone’s name right.
 - Use humor. Let your criticisms be constructive.
 - Try to remember that the child’s well-being is the purpose of the meeting.
 - Know the child, “calm” the child, know his or her interests and personality outside your classroom.
 - Don’t be afraid to check with parents on the progress of the conference; ask whether it is meeting their hopes and needs.
 - End on a positive note.
- **Tips for Administrators**
 - Brief and debrief new faculty before and after parent conferences.
 - Ask the admission office to begin the process of educating parents about the nature of the school and about the expectations of the parent-teacher relationship.
 - Request that teachers report complaints about other teachers and make the necessary interventions with parents and colleagues. Don’t leave such complaints to teachers to handle.
 - “Red flag” chronically angry or critical parents. Have an administrator regularly attend their conferences.
 - Educate board members.
 - Prepare and rehearse for conferences, especially if past conferences about a particular child have gone badly.
 - Educate teachers, parents, and administrators about the chain of command and communication. Repeat every year!

COUNSELING SERVICES

The counselor’s role in the process of applying the curriculum at ADNOC Schools is a supportive one. The counselor supports the faculty in the delivery of the curriculum through the following methods:

- by assisting teachers in better understanding the needs of individual students as well as the needs of students in general,

- by working with individual students in developing effective learning strategies and as well as in developing personal effectiveness skills that will enhance their learning and overall development, and
- by working together with parents to assist them in understanding how to best support the individual (academic and personal) needs of the students, to enhance their learning and overall development.

The unique nature of the subject matter the counselor addresses dictates that the role be carried most effectively, primarily through individual and small group contacts and activities with students, teachers and parents. At times, however, it may be more effective to carry out larger group interventions for some specific areas of support.

The counselor provides career education and college admissions support to all students. Career education will be provided in large group lessons with each grade level following the ADNOC Schools guidance curriculum.

The counselor will lead the course selection process with students. The counselor may meet with grade levels as a group, individually or may ask advisors to assist in course selection process with students.

The counselor leads all grade level team meetings. Student concerns are brought forward during the grade level meetings. The following steps may be taken by the counselor:

- meet with the student on an individual basis -- this could be one time or may be ongoing
- may schedule a meeting with parents
- meet with the whole team of teachers
- inform the principal of concerns from teachers
- follow-up with team of actions taken at next meeting

Parents, teachers, or principals can refer a student to the counselor for academic or social/emotional concerns. A referral form should be completed which includes the concerns, parent or teacher contacts as well as any recommendations.

COLLEGE COUNSELING

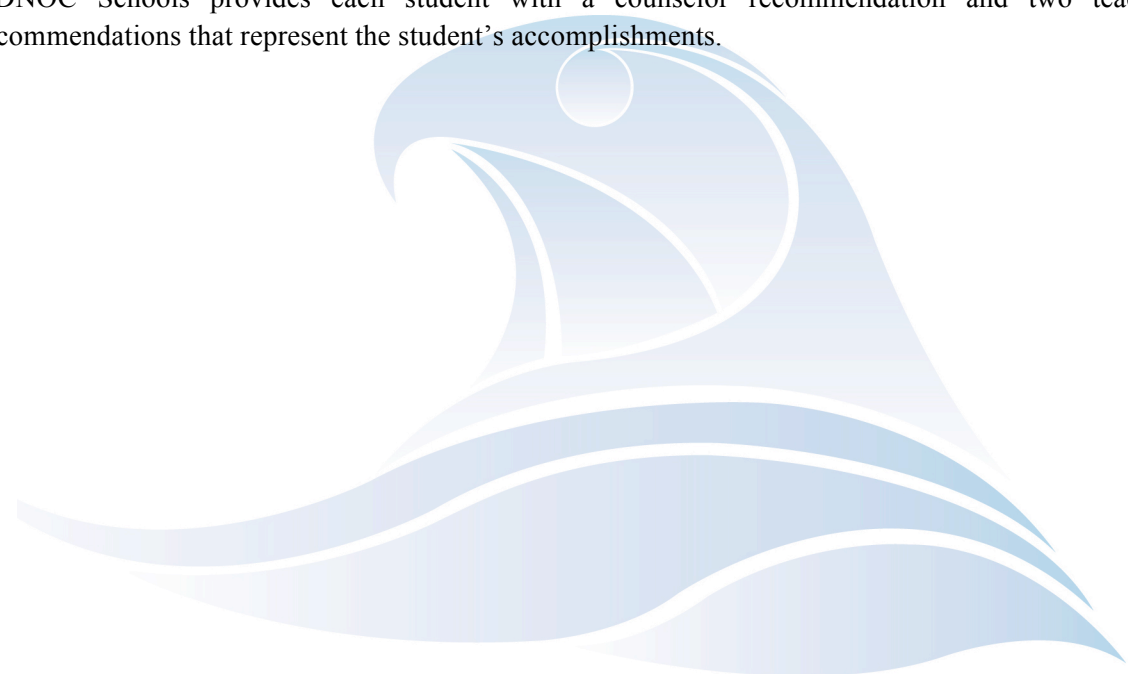
Our efforts focus on a coordinated, parent-faculty-student approach to culminating the ADNOC Schools experience with a college opportunity that serves the student's best interest for a fulfilling future.

Grade 9: Our most important goal in the freshman year is for each student to get off to a good start academically and socially. The administration, teachers, and advisors stay aware of how the adjustment period proceeds. During the year we use small group meetings to talk with the 9th graders about the college counseling program at ADNOC Schools and about the resources available to all students, even freshmen. Other topics related to college counseling include the importance of high school grades, the difference between quality extracurricular activity and the quantity of extracurricular activity, and establishing positive relationships with faculty.

Grade 10: In addition to the above, these students are invited to attend meetings with college representatives (as long as they do not miss class). All 10th graders are given the PSAT in October. In grade 10 they will write a resume and practice interviewing – both skills needed during the college search process.

Grade 11: In October, there is a meeting for all 11th graders and their parents. Standardized testing is explained in detail as well as introductory information about the college exploration process. In the fall, all 11th graders are invited to attend meetings with college representatives. Through both individual and small group meetings, students are taught how to go about analyzing colleges and deciding which ones are appropriate for application. All 11th graders take the PSAT in October and are encouraged to take SATI, and SAT IIs (achievement tests) at the appropriate time.

Grade 12: In September, much work is done with 12th graders and their parents both individually and in groups. They are given help in all areas of the admission process: deciding on an application list, understanding the working of an admission committee, and the application essay. ADNOC Schools provides each student with a counselor recommendation and two teacher recommendations that represent the student's accomplishments.



INTERNAL GRIEVANCE COMMITTEE

ADNOC Schools has created a Grievance Committee to assure the practice of the following theorem:

No person shall be excluded from participation in, denied the benefits of, or be otherwise discriminated against in any education program or activity because of race, color, national origin, religious creed, gender, age, genetic information, and/or disability.

This applies to all sites and activities of ADNOC Schools. It applies to all students, parents, legal guardians of students, and visitors to ADNOC Schools where the conduct covered by the above mentioned is directed at or affects a student on school premises, in school-related programs, activities, and on transportation.

Anyone who has a valid basis for grievance can discuss it informally with the Grievance Committee Coordinator. If it is deemed that a formal grievance should be filed, the Grievance Committee Coordinator will investigate the complaint or refer it to a designee to investigate and reply to the grievant within ten working days.

Filing a Grievance

Anyone who believes that he/she has a valid reason to file a formal grievance should file a complaint within thirty days of the incident. The completed grievance form should be sent to the Grievance Committee Coordinator.

Resolution

It is the school's policy to investigate and resolve the complaint promptly and appropriately. The school can use a variety of tools to resolve grievances, including, but not limited to: Early Grievance Resolution, Agreement for Corrective Action, Grievance Committee Recommendation, or any approach, or combination of approaches, which may be initiated at any time.

- A. *Early Grievance Resolution*** – Provides the opportunity to immediately resolve the allegations prompting the grievance through either the informal or formal process.
- B. *Agreement for Correction Action*** – Fact finding techniques will be utilized and agreed upon and the action will be signed by both parties (recipient and grievant).
- C. *Grievance Committee*** – A balanced committee of school personnel can discuss the grievance and come to a consensus on the issue.
- D. *Other ways Complaints Can Be Resolved***
 - 1. If the system determines there is no factual basis for the complaint.
 - 2. If the Grievant withdraws the grievance.

Additional Information for the Grievant

If the grievant remains unsatisfied, he/she may appeal through a written statement to the Head of School, along with an attached copy of the original grievance, and the system's response to that grievance, within ten days.



FACULTY/STAFF PERFORMANCE EVALUATION POLICY

The Staff Performance Evaluation Policy is based on the Framework for Growth. The Head of Curriculum and Professional Development will follow up the evaluation process.

The objectives of staff performance evaluation are to:

- improve instruction
- promote professional growth
- assure that the goals of ADNOC Schools are being achieved
- provide feedback regarding professional development needs
- determine individual employment status

The evaluation procedure shall consist of the following stages:

Step 1: Establishing Expectations and Setting Goals: Performance will be measured objectively against the stated expectations and standards for professional practice in education. Supervisors will clearly and specifically communicate and publish expectations and standards to faculty. Based on the standards and expectations, each teacher, in collaboration with the Head of Curriculum and Department Heads, will identify areas for professional development and improvement. Each teacher will set goals based on his or her development needs as well as broader ADNOC Schools professional development efforts.

Step 2: Professional Growth Action Plans: Each teacher, with the guidance from his or her HOD, will determine the appropriate means of achieving his or her goals such as:

- peer coaching and partnership
- portfolios
- action research projects
- classroom based observations
- optional parent and student surveys

Step 3: Supervisor Observation, Documentation, and Feedback: During the course of the year as professional action plans are implemented, the immediate supervisor will observe implementation, document performance, and provide ongoing feedback.

Step 4: Follow-up Assessment: At the end of the cycle, each teacher will perform a self-assessment utilizing tools which objectively reflect performance and fulfillment of the Professional Growth Action Plan.

Step 5: Professional Growth Report: Each year the Director of Curriculum and the Principal will prepare for each teacher a written report on progress towards the attainment of mutually agreed upon goals. The professional growth report will be a comprehensive, objective assessment of actual performance relative to the expectations and goals laid out in Step 1. It will be based on observations made over the course of the year, the teacher's self-assessment, and other input as appropriate. Areas

of performance that exceed expectations related to standards (i.e. exceptional performance) as well as areas that do not meet expectations related to standards will be documented.

Step 6: Performance Review Discussion: The Principal and Head of Curriculum will conduct a performance review discussion with each teacher in order to:

- provide feedback on the performance over the past year;
- communicate changes in expectations, if any;
- identify areas of professional improvement/development;
- provide input on goals for next year.

Step 7: Remedial Plan: If at any time performance does not meet the stated expectations and standards of professional practice in education, a structured remedial plan will be developed by the Director of Curriculum and the Principal, with agreement from the teacher. The aim of the remedial plan is to assist in reaching a level of performance consistent with stated expectations. If performance does not improve within the period specified by the Director of Curriculum and the Principal, through discussion with the teacher, the employment contract may be terminated. A Remedial Plan must be documented as a condition for termination.

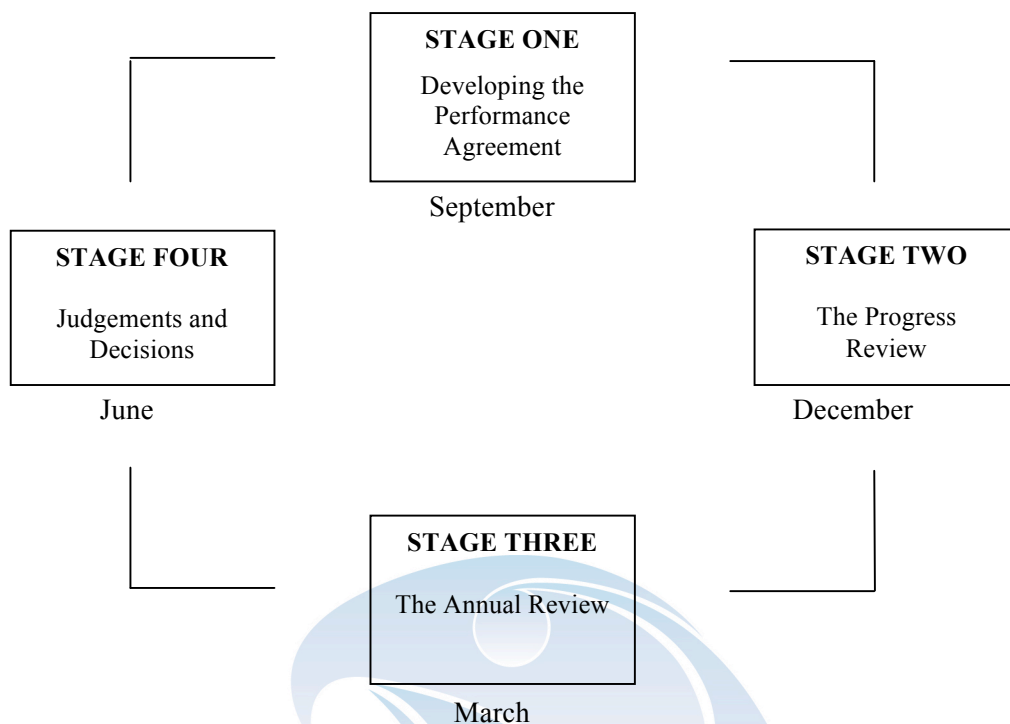
Step 8: Summative Evaluation: Teachers on remedial plans and teachers in their first year at ADNOC Schools shall receive a summative evaluation based on performance standards and mutually agreed upon goals.

In the event of any significant disagreement on performance between a teacher and a supervisor, the teacher may request a review by the Headmaster.

Evaluation procedures shall meet the following requirements:

1. All evaluation documents should be in writing
2. A professional growth report or summative evaluation shall be completed annually for the teacher.
3. The professional growth report or summative evaluation shall be reviewed and signed by the teacher along with the evaluator and shall be treated as a confidential document restricted to the teacher, Principal, Head of Curriculum, the Headmaster, and upon special request, the Board.
4. Principals shall consult with the Headmaster whenever results of evaluation indicate the continued employment of a teacher is in doubt.

The performance evaluation procedure shall consist of the following stages:



Individual work planning and performance assessment follows a ten month cycle that should be consistent with the School's financial and operational planning cycles.

Stage One: New Work Plans should be developed by the end of September each year for existing staff. New staff should develop a Work Plan within four weeks of commencing.

Stage Two: The first progress review of Performance should occur after three months around the end of December. In case of a poor Performance report staff will be either placed on a strict mentoring program or advised of any other action plan

Stage Three: The annual review of performance should occur after six months around the end of March each year.

Stage Four: An end of cycle review of performance should occur after nine months around the end of June each year. Discussion of the new Work Plan should also occur around this time.

These reviews are regarded as a minimum. There may be occasions where more frequent reviews are necessary and beneficial. It is also assumed and expected that regular discussions between staff and their managers occur throughout the cycle.

Performance Standards

Performance standards provide a means for managers to give specific feedback to their staff members on their overall performance. They also provide a useful springboard for consideration of opportunities for professional growth and development.

Overall performance will be appraised against the following scale:

1. Performance exceeds all requirements of the Work Plan and requirements have been completed to an outstanding standard
2. Performance fully meets all requirements of the Work Plan and requirements have been completed to an excellent standard
3. Performance meets the majority of requirements of the Work Plan and requirements have been completed to a competent standard
4. Performance partially meets the requirements of the Work Plan and there is progress towards meeting the remaining requirements but requirements have not been completed to a competent standard
5. Performance did not meet requirements of the Work Plan and requirements have not been completed to a basic standard

1. Performance Exceeds all requirements of the Work Plan and requirements have been completed to an outstanding standard.

This standard applies to any staff member who meets all Key Responsibilities and Performance Indicators to an excellent standard.

Work at this level is normally demonstrated by:

- producing quality work based on the efficiency, effectiveness and accuracy of its completion
- proactively developing work processes or procedures contributing to the achievement of learning outcomes
- delivering work outcomes and results to a very high standard
- organizing and/or completing complex or sensitive tasks ahead of schedule with little or no supervision or guidance
- making a valuable contribution towards the success of a team (e.g. by providing significant expertise/guidance and/or leadership to others)
- demonstrating leadership qualities, particularly in emergency/pressure situations, and
- managing a significant project through to successful completion (e.g. within a timeframe and/or budget requirements)

2. Performance fully meets all requirements of the Work Plan and requirements have been completed to an Excellent standard.

This standard applies to any staff member who meets all Key Responsibilities and Performance Indicators to a competent Standard and may meet some to an excellent standard.

Work at this level is normally demonstrated by:

- making a positive and significant contribution towards the success of a team
- completing tasks accurately and on time
- demonstrating initiative in developing solutions to work problems
- performing more challenging work when opportunities are available
- producing high quality work with limited supervision
- working cooperatively with and where applicable, effectively leading others, and
- managing a project or task consistent with, for example, timeframe and/or budget requirements

3. Performance meets the majority of requirements of the Work Plan and requirements have been completed to a competent standard

This description applies to any staff member who satisfactorily meets the majority of Key Responsibilities and Performance Indicators.

Where targets are not fully achieved, gaps in work performance are not significant and would normally:

- only require short term action, particularly access to learning and development opportunities, in order that the staff member can achieve and maintain a higher performance rating, or
- be attributable to a lack of experience in the job or work area
- be attributable to outside factors, for example, illness.

When a staff member is assessed at this performance level, consideration should be given to the reasons for the performance gap and what short-term action the manager will take to assist the staff member to achieve the required standard. These actions should be noted on the Work Plan and followed up as part of discussions, and the review of past performance when developing a new Work Plan.

4. Performance partially meets the requirements of the Work Plan and there is progress towards meeting the remaining requirements but requirements have not been completed to a competent standard

This description applies to any staff member who only partially meets the Key Responsibilities and Performance Indicators and only to basic standard.

Work at this level is normally demonstrated by the staff member:

- requiring close supervision to accomplish allocated tasks
- having difficulty in satisfactorily performing routine tasks
- not consistently following appropriate instructions and often disregarding appropriate instructions
- making repeated errors or mistakes
- not working effectively as a team member
- not displaying commitment to improve work performance

5. Performance did not meet requirements of the Work Plan and requirements have not been completed to a basic standard

This policy is not designed to deal with unsatisfactory performance. Where unsatisfactory performance has been identified, the manager should implement strategies to manage unsatisfactory performance and invoke disciplinary action where necessary. Unsatisfactory performance should not be unveiled during performance management meetings but dealt with on a daily and ongoing basis.

Before implementing these guidelines, account should be taken of any mitigating circumstances including:

- where a staff member has made genuine efforts to improve performance, but unforeseen circumstances (e.g. long term sick leave) have precluded any sustained performance improvement
- where it appears that the staff member should be able to improve work performance to a satisfactory standard in the near future

Feedback

Providing feedback should be an ongoing process. The goal of ongoing feedback is to help recognize and sustain good work performance, or to improve work performance. For feedback to achieve these goals it should provide information which the staff member can readily understand about the specific behaviors, performance or results that are required, in a timely fashion. Using selected statements from the Core Capability Framework that are in the individual's Work Plan means that giving and receiving feedback is based upon this shared set of expectations.

Ongoing feedback provides the opportunity to discuss progress. It allows for issues or difficulties to be raised as they occur and further information, clarification or assistance to be provided. It also allows for changing circumstances and subsequent adjustments to the Work Plan.

The staff member or manager may initiate feedback at any time as needed.

Tips for staff members and managers on receiving and giving feedback are provided in the Tool kit.

Reviews

Reviewing requires managers and their staff to participate in formal review meetings at four designated review points:

- Three month review
- six month review
- nine month review
- annual review

The outcomes of these review points are recorded on the Work Plan.

Where relevant to a staff member's Key Responsibilities, additional review points should occur at the completion of a project or major piece of work. These additional review points should be agreed in advance. Provision is made on the Work Plan to record the outcome of any additional review points.

Review meetings enable staff to demonstrate accountability for their performance, discussion to occur on outcomes, achievements to be acknowledged, and areas for further development to be identified and confirmed.

Individual performance does not occur in a vacuum. Consequently review meetings about individual performance must also take account of the work of the unit as a whole.

The role of the staff member when participating in a formal review is to:

- prepare for the meeting by reviewing the Work Plan and considering progress and achievements
- participate fully in the meeting by discussing the work, its relationship to the aims of the unit, and his/ her aspirations
- suggest ways performance may be improved in the future
- discuss the learning and development activities undertaken
- discuss the manager's role in enabling the staff member to achieve work performance outcomes
- get tips on giving and receiving feedback
- prepare Questions for Review Meeting

Performance management and development related documents

- Performance Management and Development Policy
- Performance Management and Development Procedure

Professional Development

Faculty need to continually learn new skills and develop and evolve as professionals if they are to continue to teach effectively, undertake significant research, and contribute as consultants. Professional development of faculty is actively supported by ADNOC Schools. Faculty should make a personal development plan with their Program Director. Yearly development objectives should be listed near the start of the academic year. Development usually has budget implications because it often involves attending courses or conferences or has other costs. Faculty development costs are included in Program budgets.

The aim of professional development is to continuously improve the quality of education by developing better educators. Further, professional development programs will be utilized as a means to motivate professionals and attract and retain high quality professionals. Professional development opportunities will be made available to professional educators consistent with the following guidelines:

- Each year, teachers will collaborate with their supervisors (HODs) to identify professional development opportunities that are consistent with agreed performance improvement goals and action plans.
- Professional development activities that require time off from school or expenditure of school funds will be submitted to the Head of School for approval.
- The Head of School or representative will administer the professional growth and development program, and will be responsible for allocating expenditures within the professional development budget. Professional development expenditures will be allocated to achieve the most benefit relative to cost, and will be based on individual needs as well as the overall school's needs.
- Following significant professional development opportunities, teachers will make themselves available, upon request of the Head of School, to share knowledge gained with fellow colleagues in the form of mentoring or presentations.

ADNOC SCHOOLS EDUCATION TECHNOLOGY DEPARTMENT

Technology information systems and networks are an integral part of ADNOC Schools. The school has made a substantial investment to create these systems. Guidelines on school information policies, security, and expectations are presented here to serve as a framework for day-to-day work. This section of the document may be updated by the Education Technology Department (ETD) with any new material as the matters arise. To ensure that employees are aware of new policies, ETD will use the school's email system as a means of communication to raise the level of awareness on Information and Education Technology related issues as they become known.

Technology Mission Statement

ADNOC Schools recognizes the increasingly vital role that technology plays in education and society. As such the school promotes the effective, efficient, and ethical use of information technology for individual skill development, classroom education, and administrative support. It is the ADNOC Schools philosophy that technology should be used as a tool to improve information exchange and communication in the educational process. In light of this philosophy, the technology goals of ADNOC Schools are to:

- Provide the necessary infrastructure, equipment, support, and technological expertise to students, faculty members, and administration.
- Support the development of technology skills and competencies in staff and students.
- Research, test, and incorporate quality, cost-effective information systems into the school, thereby enhancing the learning environment, teaching environment, and organizational effectiveness of the administration.
- Research, test, and incorporate innovative and effective technologies into the school environment and the school curriculum to enhance the reputation of the school as a leading technology-based school within the Abu Dhabi community.

Faculty and Staff Technology Competency

ADNOC Schools believes it is necessary for all faculty and staff to embrace a basic set of technology skills. To meet this objective, the school has adopted a basic set of competencies that all new faculty and staff should achieve based on the ICDL (International Computer Driver License) standards. These competencies identify the fundamental skills that all faculty and staff should be developing for professional growth in today's technologically-advanced environment and define the minimal skills necessary to allow for the integration of technology into the classroom.

ETD will deliver training sessions throughout the year to assist teachers in acquiring the necessary skills. ETD will develop a set of assessments and instructional materials available on the Y:

Drive (IT Solutions Support) to cover these competencies that are designed to be completed, with or without training.

Competencies include: Email, Internet, MS Office (Word Processing, Spreadsheets, and PowerPoint), OpenOffice, PowerSchool, PowerSchool Grade Book, PDF file creation, folder architecture, Moodle (e-learning), and Atlas Rubicon.

Computer Lab Use

Computer Labs

Teachers may reserve space in Computer Labs. Students can conduct research on the Internet and complete projects and assignments using software such as MS Office and GIMP. Each computer lab can be reserved by booking a time on the Excel spreadsheet posted on the Shared folder. Please consult with ETD if you have any questions. Make sure to inform the security guard to unlock computer lab before your class.

Computer Lab in Campus Libraries

Teachers may reserve space in the library computer labs by booking a time on the Excel spreadsheet posted on the ADNOC Schools Shared Folder. The library computer labs run MS office. Please consult with ETD if you have any questions.

Communications Center

Teachers may reserve space in the Communications Center for use with their classes. A communications center facility is available at both the male and female campus. The Communications Center can be reserved by booking a time on the Excel spreadsheet posted on the ADNOC Schools Shared Folder. However, please consult with the ETD before signing-up to make sure you understand how this center can be utilized by your class. Make sure to inform the security guard to unlock the Communications Center before your class.

Email Communication

ADNOC Schools uses Microsoft Outlook as its school-wide email communication system. Teachers are expected to use this technology appropriately. Email communication should be concise and professionally composed. To control the number of emails teachers and administrators receive each day, judicious use of the Mass emailing features of Microsoft Outlook is required. Frivolous mass emails are not encouraged. Teachers are also expected to check their email on a daily basis in the morning and at the end of the day.

ADNOC Schools Network Folders

Many school policy and organizational documents and information are posted on the ADNOC Schools Shared Folder. Teachers must be familiar with these drives and know how to access them. The IT team will help new teachers map these drives to their office desktops. Existing teachers should become familiar with this procedure and be able to map network drives without assistance. Teachers should also know how to access and setup their Department X: Drive, W: Drive (teacher's Personal Folder), and the Y: Drive (ADNOC Schools IT Solutions). Teachers must bear in mind that

information is regularly posted, updated, and disseminated on a weekly basis in the Network Folders. This information should be perused regularly by teachers. Outlined below is an example of folders used by a staff member in the Math Department:

S:Drive	(ADNOC Schools Shared Folder)
W:Drive	(teacher's ADNOC Schools Personal Folders)
X:Drive	(100 Mathematics folder)
Y:Drive	(IT Solutions Support)
Z:Drive	(000 Admin folder)

ADNOC SCHOOLS Network and Internet Use Policy

The computer network at ADNOC Schools has been designed to provide useful resources and information to the ADNOC Schools community, as well as greater connectedness to people and organizations worldwide. The network is provided to promote educational excellence through communication. Students, faculty, and staff are expected to use the network appropriately.

The network is an electronic extension of the School and as such all school rules are applicable, particularly those pertaining to honesty and respect towards community members. All users must adhere to the same code of conduct and ethics that govern life within the school.

Though the technology staff does not routinely monitor files or email, ADNOC Schools, as owner of the network, retains the right to view any electronic file or communication it deems necessary.

Any person who receives threatening or unwelcome communication should bring it to the attention of the IT staff or a teacher. A proxy server has been set up to restrict Web access that ADNOC Schools feels is not appropriate for student and staff use and may be potentially offensive to certain groups within our community. However, we cannot eliminate access to all such services. Thus, individual users must take responsibility for their own actions in navigating the Internet. Community members should use language and access resources suitable for a learning environment and consistent with the ethos of the school.

General Usage Rules

1. Use of the ADNOC Schools network and Internet is limited to members of the community (faculty, staff, students, and parents) who have signed the Network and Internet Use Policy. The Network and Internet Use Policy is maintained by the Education Technology Department and updated periodically.
2. Use of the ADNOC Schools network and Internet should be through your account only. You are prohibited from gaining access to the ADNOC Schools network and Internet through someone else's account or from disclosing your logon name and password.
3. Attempting to subvert network security, to impair functionality of computer resources or to bypass restrictions set by the administrators is prohibited. Loading of any software or applet is prohibited. Assisting others in violating these rules by sharing information or passwords is also prohibited.

4. Using the school network and Internet for commercial purposes or in support of illegal activities is prohibited.
5. Treat all computer resources with the respect afforded community-shared property. Remember, others may use the equipment after you, so always leave equipment in at least as good as the condition in which you found it. Make sure to always log off after use to protect your own privacy and make it easier for other users to log on. As appropriate, make sure to turn off computers when not in use to reduce energy waste and help conserve the earth's limited supply of natural resources.
6. Any computer brought onto campus is expected to comply with ADNOC Schools Network and Internet Use Policy and may be inspected by the ETD Staff for such compliance.
7. Use of ADNOC Schools network and Internet must be consistent with the religious, cultural, political and moral values of the United Arab Emirates.

Any breach of these policies will result in action as slight as loss of Internet privileges or as severe as dismissal. Additionally, you may be held liable for any costs incurred, including reimbursement of staff time to correct, repair, or replace damaged equipment, software, or any other actions deemed necessary.

Examples of misuse include, but are not limited to, the following:

- unauthorized use of another user's computer account
- copying of language or ideas without proper citation of sources
- refusal to allow a personal computer to be inspected
- gaining unauthorized access to a computer system, server, file, or account
- knowingly accessing obscene or profane materials through the school network
- damaging computers and software or making them unusable by unplugging peripherals.

Moodle Learning Management System

ADNOC Schools is dedicated to offering its students e-learning materials to support its existing curriculum. ADNOC Schools is also moving towards an infrastructure that will allow students to take e-learning courses over the summer. To support this aim, ADNOC Schools uses the open source Moodle Learning Management System (LMS). In addition, ETD will investigate Microsoft Learning Gateway (MLG) and e-learning solutions planned for the 2010 release of PowerSchool. Overall, it is expected that teachers learn the basic functions of Moodle. Teachers must be able to organize their course content into 3 to 10 "Units," "Topics," "Chapter Groups," or "Week Groups" based on their Course Outline Weekly Plan. Teachers must also make sure to include in their title for each of these sections which weeks the course content applies to (e.g., Weeks 1 to 3). This will help ensure that students see a consistent organization across all ADNOC Schools Moodle courses. More specifically, teachers should be able to:

- Link to a file by uploading their "Weekly Plan" and other "General Information" they think is important for their course (e.g., course testing schedule).
- Upload support files (Power Points, Word Documents, PDFs) to support student learning objectives.

- Compose a text page to provide instructions on homework assignments or long-term assignments.
- Insert a label to provide information about the course.
- Highlight the current “Unit,” “Topic,” “Chapter Group,” or “Week Group.”
- Add activities to a course, such as a Choice, Survey, Glossary, Wiki, or Forum.

ETD and other key staff members will support the training of teachers in the deployment of e-learning courses. ETD will also initiate and support the acquisition of e-learning development tools, as well as innovative e-learning programs for key academic subjects such as Math, Science, and English. However, it is up to each teacher and individual department to develop, research, and recommend appropriate e-learning content for their departments. ETD will then support department requests to evaluate the usability of such e-learning materials. Keep in mind that all e-learning materials requests should be forwarded to the ETD before purchase to ensure that the materials are indeed compatible with Moodle.

Powerschool Expectations

PowerSchool SIS is the Web-based software application that ADNOC Schools uses to schedule students, report grades, record disciplinary actions, and provide communication to parents about student attendance, grades, and referrals via its Web Parent. Teachers are expected to use PowerSchool SIS as their primary grade book. Assessment and assignment results should be entered on a regular basis (at least weekly) to keep parents informed about their child’s progress. Both the Counselor and the Principals frequently monitor the grades of the students, and it is important to look at current and relevant information. Any issues that arise with PowerSchool SIS should be reported to the Director of Educational Technology immediately. In the event of any difficulties with PowerSchool SIS, teachers should be reminded to ALWAYS keep a printed, hard copy of grades, attendance, and parent communications as a back-up record.

Printing Materials

ETD will aim to supply all faculty and staff with an access to a printer. ETD will also provide toner for faculty and staff personal printers and keep records of such use. ETD will provide faculty and staff with network access to a color printer and heavy-duty black and white printer and will upkeep and service these network printers. Faculty and staff should not use their personal printers or the network printers to print bulk copies not approved by the Head of School. Network printers are kept in the Reprographic Room located in each campus. These rooms are normally kept locked to keep the printers secure from potential misuse, vandalism, and access to confidential documents.

While ETD ensures the faculty and staff printing requirements are met, the production of unnecessary outputs may cause a security hazard. Printing should be made when the final document is reviewed and should not be left at the printer location. Printed material is generated for school purpose and may not be handed over to unauthorized individuals internal/external if it is not an integral part of the school process. ***All staff should consider the environment prior to printing and photocopying documents.***

Purchasing of New Technology

The purchase of new computers, network equipment and applications requires careful consideration of security issues, vendor's support, access to testing services, and back-up procedures, as well as assuring that the physical locations of new equipment are secure. ETD will provide all the required resources to accomplish this task. Faculty and staff should keep in mind that it is also essential to erase all data before old equipment is written off or disposed. This includes donations and temporary allocations of equipment to consultants or sister companies.

Recovery of Data and Back-Up of Data

ETD has secured a network infrastructure that supports the continuity of school operations in the event of server and network storage malfunction. Central server equipment is located in the Male Campus providing adequate space, power, environmental control, and security. A secondary main storage unit of similar high quality is also located in the Female Campus to ensure business continuity in the advent of a disaster.

ETD Responsibilities

ETD will:

- Make tape backup copies of all information stored on network folders. The primary purpose of such backups is to make it possible to recover critical systems, software, and school records data.
- Store backup tapes off campus in case of a fire or other natural disaster.
- Maintain the ADNOC Schools Storage Area Network (SAN) in both the male and female campus to ensure data mirroring.
- Provide key administrative staff with 10 to 30 GB of backup SAN storage space in addition to their storage space in their ADNOC Schools Personal Folder (W:Drive).
- Provide all ADNOC Schools staff with 2 GB of SAN storage space in the ADNOC Schools Personal Folders (W: Drive).

Faculty and Staff Responsibilities

Faculty and staff will:

- Take responsibility for their own backup arrangements for private files located on their office and classroom computers.
- Store the most critical documents in their ADNOC Schools Personal Folder (W: Drive) in addition to their personal backup device.

The restoration of individual data following minor mishaps is very time consuming. Hard drives do fail and as a result teacher data may be impossible to recover. It is recommended that all teachers purchase a backup USB or portable hard drive device to back up important information. ETD

will not be responsible for recovering data from a crashed hard disk. ETD also recommends that faculty and staff regularly utilize the school's network storage to backup critical information and teaching resources. However, personal multimedia files of any kind are not allowed to be stored in the school servers, as they consume too much.

Security from Computer Virus/Worms, Trojan and Spyware

Computer viruses are programs designed to make unauthorized changes to programs and data. Viruses can cause extensive destruction of school resources and cripple school operation. To prevent this, faculty must observe the following areas of responsibility:

ETD Responsibilities

ETD shall:

- Install and maintain appropriate antivirus software on all personal computers and servers.
- Respond to all virus attacks, contain any virus detected, and document each incident.
- Revoke local admin privileges from ALL users to protect the desktop registry and PC integrity.
- Install software with the appropriate license.
- Keep abreast of virus information and education with possible risks (e.g. images imbedded with virus, advertisements, etc.)
- Inform users of new virus threats to heighten the sense of awareness.
- Screen all faculty and visitor Laptops/Notebooks for possible viruses or malicious software before connecting them to ADNOC Schools Network.

Faculty and Staff Responsibilities

These directives apply to all faculty and staff:

- Faculty and staff shall not knowingly introduce a computer virus into school computers.
- Faculty and staff shall not load data media of unknown origin.
- Faculty and staff must scan diskettes, flash disks, USB drives and CDs for viruses before they are read. This can be done by right clicking on the device drive in "My Computer" and selecting "Scan for Viruses" immediately after you plug the media into a free USB slot.
- Faculty and staff who suspect that his/her workstation has been infected by a virus shall IMMEDIATELY POWER OFF the workstation and call ETD.
- Faculty and staff must periodically check that all computers they use on the ADNOC Schools domain have virus protection with updated virus definitions.

- Faculty and staff must not download or attempt to install shareware, such as games and screensavers.
- Faculty and staff should install an anti-virus software package on their home computers. On-line scanning is not recommended unless if it is from a known vendor.
- Faculty and staff must take virus threats seriously.
- Faculty and staff must report any hoax e-mails.
- Faculty and staff should avoid giving their school email address when filling online forms for personal use. This will invite more Spam email to the school email address.
- Faculty and staff must not open suspicious emails or email attachments. All such emails should be immediately deleted. Persistent suspicious emails should be reported to the ETD.

Security of Hardware, Software, and Data

All efforts will be exerted to protect computer hardware, software, data, and documentation from misuse, theft, unauthorized access, and environmental hazards. All equipment serial numbers are logged and appropriate measures taken to prevent theft of equipment.

These directives apply to all faculty and staff:

- Computer storage devices should be stored out of sight when not in use. If they contain highly sensitive or confidential data, they must be locked up.
- Computer storage devices should be kept away from environmental hazards such as heat, direct sunlight, and magnetic fields.
- Environmental hazards to hardware such as food, smoke, liquids, high or low humidity, and extreme heat or cold should be avoided.
- Faculty and staff shall not take shared portable equipment such as a divisional laptop or data acquisition instrument out of the school without the informed consent of the ETD and the Head of School.
- Faculty and staff should exercise care to safeguard the computer equipment assigned to them.

A set of security servers has been set-up to continuously download security patches from the Internet and distribute these to all PC's. ETD will manage and support these servers along with all other security related hardware and their relevant operating systems. The user's responsibility is to make sure their equipment is kept connected to the network and their client security set-up is not altered to maintain automatic updates.

Security of Information

The security of information involves protecting user passwords, software applications, and illegal access to services such as email, online grade books, PowerSchool SIS, and network folders. It

also involves controlling the electronic access to school information from visitors, parents, students, and vendors. ETD will implement and revise policies to provide such protection.

Faculty can transfer and backup data using computer media, such as disks, memory sticks, CDROMs, removable disks, and USBs. ETD does not own the school information; ETD acts as a data custodian and service provider. ETD will not reproduce information in any form to an internal or external entity without the agreement of the owner of this information.

To protect the integrity of the system, ETD will conduct routine compliance audits to make sure that security of information guidelines are followed. Detected threats may result in a disciplinary action depending on the type of the violation in accordance with the school's HR policies.

Security of Servers

The confidentiality and integrity of data stored on school computer systems is protected by access controls to ensure that only authorized employees have the right access. This access shall be restricted and implemented as appropriate to each employee's job duties.

All information will be protected by an authorization (password) system and users will be advised on the best practices for file sharing, password change, and security from intruders. The provision of password control, password expiry, and limiting of log-in attempts is essential for every new application.

Careful measures will also be implemented to protect School information and systems from external electronic attack, hacking, spy-ware, and all trends and techniques of illegal access in compliance with management guidelines and rules.

The detailed procedure of the ADNOC Schools security set-up will be published for internal ETD use and updated to reflect operating system security procedures, audit and monitoring functions, security compliance strategies, and back-up and disaster recovery plans. Those procedures will cover but not be limited to the following:

- Windows Servers Administrator (Exchange, Firewalls, Proxies, etc)
- Linux Systems Administrator (XenServer, XenDesktop)
- Database Administration (Oracle, SQL, MySQL, PostgreSQL)
- User Servers Administration (Windows and Linux Work-Stations)

ETD Responsibilities – Users Access

- ETD shall be responsible for the provision of a secure environment for all access to school servers. The responsibility covers provision of equipment, access to the network, e-mail, applications, and support. ETD is responsible for the administration of access controls to all school computer systems.
- ETD will assist users to set-up their initial password if needed. Cancellations of user access must be requested by the school Head of School.

Faculty and Staff Responsibilities – Access

Each member of the ADNOC Schools faculty and staff:

- Shall be responsible for all computer transactions that are made with his/her ID and password.
- Shall not disclose passwords to others.
- Shall change passwords immediately if it is suspected that they may have become compromised.
- Shall change passwords when asked by the system and as a result of a special announcement or uncovered threat.
- Shall log out or lock computer when leaving a workstation.
- Shall report any suspicious activity of students or faculty members who appear to be hacking the system.
- Shall not record passwords where they may be easily obtained.
- Shall not use passwords that can be easily guessed by others.

HR Responsibility

HR should notify ETD when an employee leaves the school or changes his job. Access will be revoked and/or updated accordingly.

Software Copyrights and License Agreements

It is school policy to comply with all laws and regulations regarding copyrights.

ETD Responsibilities

ETD will:

- Maintain all original copies of software used in the school, and make copies of critical software frequently used by ETD to service the faculty and staff.
- Maintain records of software licenses owned by ETD with eligible users and which computers these licenses are installed on.
- Plan to acquire special software to scan school computers to verify that only authorized software is installed.

Faculty and Staff Responsibilities

Faculty and staff shall not:

- Install software unless authorized by the Director of Education Technology.

- Copy software unless authorized by ETD.
- Download software unless authorized by ETD.

Only software that is licensed to or owned by ADNOC Schools is to be installed on school computers. Faculty and staff wishing to install software must provide ETD with appropriate user or site license information and documentation. To facilitate the review of new software installation requests, ETD usually requires that Faculty software requests be formally sent to the ETD along with a description of the software, quantity, cost, intended educational use, and license agreement required.

Systems Administration

Systems administration involves the maintenance and troubleshooting of the server, database, and network equipment and infrastructure. The design, support and implementation of this function is the responsibility of the ETD. System design and administration procedures and troubleshooting is documented, monitored, and reviewed on regular intervals. Changes made to the system are recorded. Any security changes are also reviewed by ETD and the School Head of School with the assistance of vendors during major software or hardware upgrades. ETD also sets up new user access profiles as approved by the Head of School. System changes are documented on internal logs and can be made available for internal or external audit.

System Passwords

The Head of Education Technology documents all changes to system passwords. A document summarizing all server and application passwords is kept in a secure location outside ETD.

Usage Logs and Tracing

Basic information on the usage of IT systems will be logged and periodically studied for general capacity planning. Detailed information can also be kept to enable the tracing of actions which are malicious or cause complaints, such as Internet abuse, phone abuse, and email misuse. Such logs will be handled in compliance with all relevant UAE laws and the school's HR policies.

Web Parent Portal

ETD supports a parent access portal via the PowerSchool SIS and will work towards improving the usability and features of this portal by integrating it with learning-based Web services and communication technologies. Teachers must ensure that they carefully monitor data they enter into PowerSchool making sure information is up-to-date and accurate. Particular areas of importance that are visible to parents are student progress comments, attendance entries, grade book assessments, and referrals.

Website Submissions

ETD currently develops, maintains, and updates the ADNOC Schools website in consultation with the Director of Admissions and Public Relations and the Head of School. Requests for additions or uploaded content that showcases positive contributions in the school by students and staff are

encouraged. Content submissions should be as close as possible to publication quality to facilitate timely updates.

Wireless Access

ADNOC Schools is equipped with a state-of-the-art wireless network with access points in every classroom and main campus areas. Currently, our wireless network provides guest access to the Internet only. Developments are also under way to allow wireless network access to Faculty and staff on school-owned and staff-owned laptops once they have been properly screened and set up by ETD.



FINANCE AND ADMINISTRATION DEPARTMENT

Finance Department

The Finance Department manages all issues related to ADNOC Schools finance, including accounting, billing, banking, payments, personal loans, and budgeting. Specific responsibilities include:

- exercising financial control and implementing the financial delegation of authority;
- preparing and presenting the ADNOC Schools budget to the Head of School and the ADNOC Schools Board;
- advising ADNOC Schools management on financial accounting in accordance with International Accounting Standards and on financial aspects of contracts, agreements, and litigation related to creditors and employees;
- maintaining and reconciling cash and banking transaction records and ensuring security of the General Ledger and accounting system;
- preparing and issuing cash call and fixed asset billings to ADNOC
- processing and verifying invoices for payment;
- preparing the payroll for payment to staff;
- preparing financial statements;
- arranging external audit and obtaining ADNOC approval on audited financial statements;
- representing ADNOC Schools in finance committee and interacting on financial matters with ADNOC E&P, Finance, Treasury, Risk Management, and Human Resources.

The Finance Department directly supports the ADNOC Schools staff and faculty in the following:

- managing salary, petty cash, reimbursable expenses, car loan, and final settlement payments;
- assisting in opening bank accounts and assisting in credit cards and various insurance applications;
- assisting in recovering car loans, excess rent, and in other personal financial issues.

Human Resources and Administration

Human Resources Department is responsible for personnel matters of employees.

- Employee Relations, Public Relations and Records:
 - arrange for employee and dependent visas;

- supply required official documents related to employment;
- process leave requests;
- maintain personnel records, including travel requests, leave times, car loan records, pay records, and appraisal and evaluation records;
- manage security clearances for faculty.
- evaluate benefit packages and compensation for ADNOC Schools positions relative to international and regional standards;
- inform staff and implement policy related to staff compensation and benefits;
- maintain *Human Resources Policies and Procedure Manual*.
- Staff Services:
 - assist new staff in finding housing, process housing agreements with ADNOC, and assist with housing maintenance;
 - acquire Health cards for employees and assist with obtaining medical services;
- General Services:

The General Services Department supports and maintains the facilities and grounds of ADNOC Schools. Primary responsibilities of General Services include:

- providing and maintaining furniture in faculty and staff offices, seminar rooms, lecture halls, classrooms, and common areas;
- maintaining electrical and mechanical equipment;
- providing telephone services;
- providing stationary for faculty and common copiers;
- providing logistical support for ADNOC Schools functions, such as for exhibitions and seminars;
- supervising ADNOC Schools security;
- maintaining faculty, student, and visitor car parking lots, and issuing parking stickers;
- maintaining landscaping and indoor plants.

Procurement Services

The Procurement Department deals with issues related to purchasing. Procurement is done through the ADNOC Schools Procurement and through ADNOC's Purchasing Department. Responsibilities of ADNOC Schools Procurement Department include:

- assisting with and processing of some Purchase Requests (PRs);
- preparing and distributing Requests for Quotations (RFQs), answering technical and commercial queries from vendors, assisting in technical evaluations, and making commercial evaluations for approval according to the Delegation of Authority for purchasing from ADNOC Schools;
- preparing Purchase Orders (POs) for items purchased directly by ADNOC Schools;
- receiving and distributing delivery notes, receiving purchased goods, and approving the Vendor Invoice Voucher for payment; providing assistance in services after purchase of items.

Ordering Procedures

All teaching supplies and equipment should be ordered in advance of the school year and with the approval of the Head of Department, Head of School and Chairman of Board of Trustees, as required. Should it be necessary to order supplies and or materials during the school year, the same approval should be obtained and a purchase request form completed by the procurement Office.

Overseas ordering takes place once every year with the budget to be submitted by the end of September, to comply with ADNOC ordering procedures. Ordering should be done once the budget is approved and submitted before the end of December. Each department is given a budget and will organize what materials are to be purchased. The order is compiled and it is imperative that all information for the order is entered prior to the deadlines set by the administration. Any items that can be purchased locally should not be included in the overseas order.

Local Purchase Request Procedures

By agreement with the Head of School and as long as money is left in your department's budget, staff can access funds to buy instructional supplies here in Abu Dhabi. In order to buy supplies locally, a purchase request form must be filled out and signed by the Head of School and processed by the Finance Department in order to guarantee reimbursement. If something is purchased **with prior approval**, staff can submit a petty cash request for reimbursement, and should receive approval from the Head of School.

ADNOC SCHOOLS HR, Procurement and Finance Departments Procedures

- **Services:** The services that the HR and Finance Offices provide include answering questions relating to payroll, benefits, budget information, assisting employees with procedures for ordering various supplies, and obtaining checks. The Finance Office also handles petty cash reimbursements.
- **Purchases:** In order to purchase any goods or services for the school, a Request Form must be completed. These are available through your Department Heads or directly through the procurement Office. The process works as follows:
 - fill out the Request Form
 - receive approval from Head of Department and Head of School
 - send to procurement Office for processing. Employee should keep a copy for his or her own records
- **Cash Advance (IOU):** In order to receive cash in advance to purchase goods or services an IOU form available in the Finance Dept, should be submitted to the Head of School for approval, together with the justification for the expenditures. Once approved the IOU form should be sent to the Finance Dept for processing. Once the funds requested are available they should be collected from the Finance Department. The goods and services should be bought and paid with these funds. The original receipts of the expenditures should be submitted to the Finance Department together with the unspent funds still available, attached to a Petty cash claim form. This Petty Cash form will be processed to clear the advanced payment (IOU).

Campus Use, Scheduling, and Facilities Requests

A Master Calendar will contain major school events that affect the school as a whole in the matters of space and personnel. Because of the need to schedule selectively the vast array of events which could be recommended for the Master Schedule, the following guidelines have been established.

If you are organizing a specific event or need a special facility (auditorium, pool, gymnasium, courtyard) you can check to see if the facility is available with the ADNOC Schools Building Supervisor. At least a week notice is necessary by sending a detailed email to plan events that require movement of tables and chairs. The ADNOC Schools Building Supervisor must be informed of all campus events to provide security for facilities, maintain lighting schedules, and provide custodial work and periodic maintenance that may fall on weekends. Event coordination with the ADNOC Schools Building Supervisor for this reason is essential. Events planned within less than a week notice (7 days) are subject to approval from the Head of School.

Keys, Building Access, and Employee Identification

Keys to ADNOC Schools facilities are handled through the ADNOC Schools Building Supervisor. All faculty members will complete Key Request forms and Key Inventory forms. It is important that faculty make every effort to guarantee the security of their rooms and ADNOC Schools facilities in general. Requests for additional keys must be submitted to the Head of School for approval.

Access to ADNOC Schools is provided through the Main Gates of all campuses. Please make a habit of keeping your Employee Identification with you at all times, as security and maintenance personnel will need to recognize staff on campus. Please make sure to sign in and out outside of working hours and during weekends with Security in the Foyer.

Maintenance Requests

All members of the ADNOC Schools Learning Community share responsibility for the maintenance and cleanliness of the buildings. Teachers have direct responsibility for their assigned areas. Regular maintenance and cleaning take place by the maintenance crew on a daily basis. Requests for repair and maintenance beyond daily cleaning and upkeep must be submitted to the Department Head in writing for submission to the Principal for scheduling a work order to remedy the problem. Please provide detailed information regarding the location and the exact nature of the work requested. Do not go directly to the maintenance staff with maintenance requests as they will not be completed without a work order signed by the principal or his/her designee. Hazards to the health and safety of the members of the community are to be reported immediately to the Principal.

Help keep ADNOC Schools an Environmentally Friendly Campus. Please encourage the students to utilize the waste bins supplied in the buildings and around campus for their trash. Everyone has a responsibility to help keep our campus clean, beautiful and environmentally friendly. Recycle when you can.

Parking

Faculty and Staff are expected to park only in designated parking areas. Parking in front of buildings, in fire lanes or in carpool lanes is prohibited. Specific parking areas will be determined by the Business Office and Principals, and communicated to staff upon the opening of school.

Faculty/Staff Contracts, Benefits and Procedures

This section provides general information, primarily for Direct Hire Expatriate Faculty, on employment procedures and benefits. However, the material herein is not necessarily official policy. Faculty members are strongly advised to consult the HR and Finance Department and **The Human Resources Policies and Procedure Manual** for official information and policy concerning employment procedures and benefits. UAE Law, the faculty member's Employment Contract, the *Human Resources Policies and Procedure Manual*, and other official ADNOC Schools policy documents established by the Board take precedence over this Faculty Handbook in the case of contradictory information. In particular, national (UAE) employees should refer to *The Human Resources Policies and Procedure Manual* for a listing of their benefits. Contract Employees also have different benefits, which are in the contractual agreement between the Contract Employee and ADNOC Schools.

Employment and Employment Contracts of Expatriate Faculty

All expatriate faculty members are normally employed as **Direct Hire Employees**. Employment conditions for Direct Hire Employees are detailed in the Employment Contract between the faculty member and ADNOC Schools. Successful applicants usually receive an employment contract offer electronically or by courier. The faculty member should indicate their acceptance of an offer within two weeks by signing and returning the contract once they find the conditions satisfactory and the data correct. Faculty must ensure that marital status, number and age of dependents, point of origin, and other personal data are stated correctly in order to receive appropriate benefits. The Finance and Administration Department will arrange mobilization to Abu Dhabi after a copy of the signed contract is received.

The official contract signed by the ADNOC Schools and faculty member takes effect when the faculty member arrives at the ADNOC Schools and begins duties.

Duration of Contract

The Direct Hire Employee Contracts are three year contracts renewable under UAE law. The contracts contain a 3-month resignation or termination notification period for employees. ADNOC Schools may increase benefits and faculty may be granted new benefits and compensation through promotion through a notification letter without a new contract being issued.

Marital Status

Certain benefits, such as mobilization costs, annual leave, airfare, and medical care, are extended by ADNOC Schools policy to officially married accompanying spouses, regardless of the civil status acknowledged outside of the UAE.

Marriage License Certification

Expatriate faculty must have their marriage license or certificate verified to obtain a resident visa and benefits for a spouse.

The general procedure is as follows, and steps 1-4 or equivalent should be completed before arrival, if at all possible:

1. A *copy* of the marriage license or certificate must be first stamped by a local jurisdiction, possibly a Justice of the Peace (JP) or local government agency depending on the country of marriage, and thus certified as a *true copy of the original*.
2. The certified copy of the marriage license or certificate should then be verified by the state or province where the marriage took place. This verification attests that the local agency is recognized as an entity that can legally marry.
3. Your home country or your state's Department of Foreign Affairs (DFA) or equivalent entity must then certify the copy to verify the local jurisdiction's legal identity and to verify that such a document is legally recognized by the authorities in your country.
4. The document is then stamped by the UAE consulate or embassy in your country if UAE maintains a consulate or embassy there.
5. Prior to submission of the document(s) to UAE immigration in the UAE, the document(s) will need to be translated into Arabic.

The exact procedure depends on the country where you were married. For example, some expatriate faculty members are able to do steps 1 through 3 at their embassy in the UAE. Authentication, courier deliveries, and translations are at the faculty member's expense.

It is strongly recommended that you consult with Finance and Administration Department as to the required procedure before mobilization and as soon as possible after deciding to accept a contract offer.

Children Dependents

Children of faculty are entitled to benefits as stated in their Employment Contract. Benefits depend on the number of children, their ages, and whether they accompany you to the UAE. The level of benefits also depends on whether the children are your biological children, are legally adopted, or are children from a previous marriage who were not legally adopted. It is particularly important for expatriate faculty to check with Finance and Administration Department concerning benefits for specific children when considering an offer from the ADNOC Schools.

- **Biological Children**

Biological children up to 18 years of age of male faculty members and single female faculty are extended benefits as detailed in the Appendix. For example, biological children 5-18 years of age of male faculty members and single female faculty members are eligible for Educational Assistance for 12 years of primary and secondary schooling (**Grade 1 to 12**). Biological children are also extended Medical Coverage.

Children from a Previous Marriage and Adopted Children

Children legally adopted by a male faculty member or by a single female faculty member have the same benefits as biological children of a male faculty member. However, a legal court document must be produced by the faculty member attesting to the adoption. Procedures equivalent to steps 1-4 of the marriage license certification are followed to prove legal adoption. The exact process depends on the country where you were legally declared as parent. Children of a wife that are not legally adopted by her faculty member husband are not extended benefits.

Point of Origin

Point of Origin for employees is determined prior to employment and is stated in the Employment Contract. The Point of Origin is used to calculate airfare for Annual Home Leave and for Repatriation at End of Service.

An expatriate faculty member's Point of Origin is determined by his or her country of citizenship and the location of their home in that country. A nearby large city is chosen as the Point of Origin if the employee resides in an area that is too small to have a large international airport. Dependents have the same Point of Origin as the faculty member. Employees cannot have a Point of Origin in a country different from their country of citizenship, although Mobilization at the start of employment may occur from a different country.

Baggage Allowance at Mobilization and End of Service

ADNOC Schools pays for the cost of accompanied excess baggage and unaccompanied baggage during Mobilization up to certain limits. The *Human Resources Policies and Procedure Manual* has a listing of the current limits. It is critical that faculty keep detailed records and originals of the shipment, or the shipping may not be reimbursed.

ADNOC Schools also will pay for unaccompanied baggage during Repatriation up to certain limits. Again, consult with Finance and HR Department before shipping personal effects, as only port to port expenses are being reimbursed and expenses such as clearance, duty, insurance and other costs are not.

Class of Travel

Faculty and sponsored dependents are entitled to economy class airfare at Mobilization, for Annual Leave, and at End of Service.

Faculty members are paid an amount for return tickets for their Annual Leave for themselves, their spouses, and for up to four sponsored dependent children under 18 years of age usually at the beginning of the calendar year. Spouses and sponsored dependents must have residence visas to be eligible for annual leave and other travel benefits.

During Repatriation, consult with Finance and HR Department for up-to-date information.

Benefits for Spouses Employed by ADNOC and Corporate Partners, and Government Agencies

Benefits such as the housing allowance, furniture allowance, educational benefits, etc, are extended only to the employee holding the higher rank when spouses of a ADNOC Schools faculty member are employed by the ADNOC Schools, ADNOC Group of Companies, including corporate partners, or by government agencies. Benefits are not added and should not be duplicated. Similarly for spouse working for other employers Benefits should not be added or duplicated.

Pre-Employment Physical (Medical Exam)

All candidates for faculty and staff positions at ADNOC Schools must take and pass a relatively stringent Pre-Employment Medical Examination in accordance with ADNOC Group minimum health and physical fitness standards. The Pre-Employment Physical includes an HIV/AIDS blood test. An HIV/AIDS blood test also is required for visa renewal.

Temporary Housing

When a Faculty member is recruited, he/she will be temporarily hosted at an appropriate hotel or ADNOC guest house. ADNOC Schools will bear charges for a single room and pay the Employee AED 100 per day to cover cost of meals and incidental expenses. This allowance will be discontinued **after 30 days** (in certain circumstances, some cases may be considered for further extension on management discretion), or when permanent ADNOC Schools accommodation is allocated, whichever is earlier.

However, if the Employee is unable to choose a suitable accommodation within **30 days**, he/she will be required to vacate the initial temporary accommodation.

Housing and Housing Allowance

Faculty members live in Abu Dhabi in apartments or villas of their choosing or in ADNOC Schools Housing complex depending on availability. Rent is paid by ADNOC Schools up to the limit of the faculty member's housing entitlement. Most faculty members live in downtown Abu Dhabi, but some find accommodation near ADNOC Schools and Khalifa City. **Faculty members who have permission to live outside** the ADNOC Schools Housing complex are responsible for finding permanent accommodation themselves, although they may be assisted by HR. Many faculty employ rental agents at their own expenses who charge a one-time fee (usually 5% of the annual rent). Existing staff are a good source of information on housing.

Faculty must bring an official quotation from the owner/landlord of the property they wish to rent detailing the Finance and Administration Department of the address of the property and contact telephone number of the agency or landlord managing the property once they have found suitable accommodation. Do not delay. The Finance and Administration Department will arrange for the unit to be approved, cleaned, fumigated, and for payment of annual rent. ADNOC Schools also will provide water filters, connect appliances, change door locks, install shower curtain rods, connect gas, provide a fire extinguisher and fire blanket, fix light fixtures, and install window and child locks as needed. Consult with the Finance and Administration Department concerning the services and maintenance provided. In some cases the Finance and Administration Department has arranged for ADNOC to provide maintenance through agreement with the landlord.

Housing Allowance rates are given in the *Human Resources Policies and Procedure Manual*. Staff may rent units for more than their Housing Allowance, but they are responsible for the difference, which is deducted from their salaries in a maximum of 4 monthly installments from the date the yearly rent is due. **Faculty should remain in a residence for three years.**

Faculty members in Madinat Zayed or Ruwais live in ADNOC Schools Housing complex.

Utilities—Water and Electricity

Faculty and staff who have a Housing Allowance or School Accommodation are paid an allowance to cover the cost of water and electricity. The bill for water and electricity is paid by ADNOC Schools and then that amount is deducted from the staff member's monthly salary. Current Water and Electricity Allowances are found in *Human Resources Policies and Procedures Manual*. Gas is paid directly by employees.

If an employee reside in one of the ADNOC building and that building does not have separate electricity and water meters, then no charge for the consumption of electricity and water will be passed on to the employee and the allowance will not be paid.

Housing Maintenance

Faculty members are required to maintain their housing in good order and are not allowed to sublet their apartment, villa, or individual rooms. However, you may keep house pets, although be aware that many in the Middle East do not regard dogs highly. Please note that different housing facilities have different rules regarding keeping pets. Faculty/Staff members are requested to check with HR department before making arrangements to bring pets.

Some maintenance services are provided by ADNOC Schools through the Administration Department. Rules concerning housing, services provided by the Finance and Administration Department and faculty responsibilities for housing maintenance are detailed in the *Human Resources Policies and Procedure Manual*.

Change of Accommodation (Moving)

Once faculty members have signed their rental agreement, they are obliged to reside continuously in the same accommodation. Exceptions to this rule may occur when ADNOC engineers and administration deem that the accommodation has a serious maintenance problem and/or poses a risk to the residents' health. Exceptions are listed in *Human Resources Policies and Procedures Manual*.

Furniture Allowance

Faculty members receive a furniture allowance, the amount of which is determined by their position. The current benefits are listed in the *Human Resources Policies and Procedure Manual*. The furniture allowance is amortized over three years. The Furniture allowance is only paid once to an employee during his employment with ADNOC Schools. In Madinat Zayed and Ruwais the employee reside in a furnished apartment, no furniture allowance is received.

Salary Structure

Salary ranges for faculty for different grades are shown in the *Human Resources Policies and Procedure Manual*. A faculty member's starting salary will be given in the Employment Contract for Direct Hire Employees. Salary is deposited in the faculty member's local bank account at the end of the month.

Probationary Period

The first six months of employment are probationary during which time the Employment Contract may be terminated by ADNOC Schools without notice or compensation. Faculty will be eligible for the Car Purchase Loan and Educational Assistance for children only after successful completion of their probationary period.

UAE Residence Visas for Faculty and Dependents

Residence Visas are required for all expatriate employees and for all dependents of expatriate employees of ADNOC Schools who reside in the UAE. ADNOC Schools is the faculty member's sponsor for the Residence Visa. The HR Department will arrange for a faculty member's visa, usually prior to arrival to the UAE, if possible, and for Residence Visas for their spouse and up to four dependent children under 18 years of age. In some cases employees will be issued a Visit Visa on arrival, and a Residence Visa is issued later. Residence Visas for dependents also may be obtained either before or after arrival. The faculty member is the sponsor of his or her dependents.

ADNOC Schools covers the cost of Residence Visas if they are obtained before arrival. However, faculty have been required to pay to change a Visit Visa to a Residence Visa and to transfer visa sponsorship from another UAE employer to ADNOC Schools.

A faculty member must provide the HR Department with the following documents for Residence Visas:

- Original passport;
- Passport photocopies (visa page of the employee and ID pages of employee and dependents);
- Medical clearance certificates;
- Certified marriage certificate for a Residence Visa for a spouse;
- Passport-sized photographs;
- Birth certificates of dependent children.

You are advised to have extra photocopies of passports and other documentation readily available to assist with processing of visas.

The HR Department will also arrange for Residence Visa renewals. Renewal needs to be done before the visas expire because there is a per diem penalty imposed for overstaying a visa. An HIV blood test is required to have visas renewed.

Driver's License

Expatriates can apply for a UAE license after they receive a Residence Visa. UAE license is required if one lives here and drives. Licenses are obtained at the Department of Traffic Police. Many

nationalities may transfer their original driver's license to a UAE license without being tested if their passport and original driver's license were issued in the same country. A road driving test is required if one's passport and driver's license are from different countries.

Required documents for a driver's license:

- Original passport;
- Passport photocopies (ID page and visa page);
- Original driver's license and Arabic translation;
- Letter of employment (from the Finance and Administration Department);
- Passport-sized photographs;
- Cost of the license.

The HR Department will assist incoming faculty with advice and documentation to obtain a UAE drivers license, including assistance in obtaining the Arabic translation. It is advised to practice taking the driving road test with someone who knows the procedure before going to the Department of Traffic Police. Additional advice and details are available in local guides to Abu Dhabi.

Lastly, it is advisable to have an International Driver's License if one wants to rent a car in the UAE before being issued a Residence Visa.

Car Purchase Loan Scheme

ADNOC Schools provides an interest-free car loan. The amount of the loan depends on the faculty member's position. The loan is repayable over 48 equal monthly installments for an approved purchase of a new or second-hand car. The loan, granted after successful completion of the probationary period, is subject to the employee having obtained a valid UAE driving license and comprehensive insurance for the vehicle. The Finance and Administration Department must approve the car and loan conditions for the car being purchased.

The monthly amount due for the loan is deducted directly from the employee's salary. A faculty member may be granted a Car Purchase Loan every four years. The loan cannot be increased to purchase another vehicle and cannot be paid off before the four years are up in order to apply for a new loan.

Medical Care

Medical care is provided to all employees through the OMAN Health Insurance Company. Detailed information and booklets about health insurance are provided by the Finance and Administration Department.

Medical Care is also provided under the ADNOC Group Medical Scheme for employees and their sponsored spouse and resident dependent children. Faculty members have medical coverage in UAE and for emergency services overseas. However, faculty will likely be required to pay for the emergency treatment overseas and only be reimbursed after they return to ADNOC Schools. In addition, faculty members and their families can use ADNOC Medical Clinics when they need medical care, including emergency service.

There is a nominal charge for employees and their dependents to use the ADNOC medical facilities. Faculty and dependents should have the faculty member's employee number and a ADNOC Schools contact phone number available when they visit an ADNOC Medical Clinic. Supplemental coverage for dental care is provided for a nominal fee.

Death and Disability Compensation

ADNOC Schools will pay compensation for death or disability of an employee as detailed in the *Human Resource Policies & Procedures Manual*. An employee must complete a form for Death and Disability benefits that names intended beneficiaries if benefits are not to be distributed according to Sharia Law.

Educational Assistance for Dependents of Faculty

Educational Assistance is provided for eligible dependent children, 5 to 18 years old, for primary, preparatory, and secondary (From grades 1 to 12) schooling at fee-paying schools in the UAE or abroad. ADNOC Schools will reimburse the costs of tuition, textbooks, registration and boarding charges for children studying abroad up to the maximum amounts as applicable to the employee's grade. In addition, ADNOC Schools will pay for one round-trip student or youth airfare per academic year between the school location or the faculty member's Point of Origin and Abu Dhabi, whichever distance and/or cost is less, for each qualified child studying abroad. However, such children are not eligible for an annual leave fare. Additional information on educational assistance is in the *Human Resources Policies and Procedure Manual*.

Athletic Club Memberships

Faculty members are eligible for discount memberships at various health and fitness clubs in Abu Dhabi. Employees usually are required to join the ADNOC Corniche Club to qualify for the discounted memberships. The ADNOC Corniche Club has separate facilities for men and women. Consult with the HR Department for up-to-date membership information.

End of Service Benefits

Employees, who leave ADNOC Schools, for reasons other than serious cause, are entitled to End-of-Service Benefits or Gratuity if they have completed the three years contract or more of continuous service in addition to repatriation costs. See the *Human Resources Policies and Procedure Manual* for information concerning termination, resignation, and benefits related to repatriation baggage allowance and air travel.

Employees are eligible for 1 month's Gross Salary for each of the first 3 years of service, including the probationary period, and 1.5 months' Basic Salary for each subsequent year of service. The Gross Monthly Salary is the salary for the last month of the last year of service, including Supplemental Allowance, if any. End-of-Service Gratuity is calculated for fractional parts of a year for the final year after one complete year in service at ADNOC Schools. ADNOC Schools may deduct any amount owed to ADNOC Schools, such as an unpaid car loan, from the End-of-Service Gratuity.

Revision of the Faculty Handbook

Revision of the Faculty Handbook is the responsibility of the Faculty Handbook Committee (FHC), ADNOC Schools Administrative Departments, which report to the Head of School and the ADNOC Schools Board of Directors.

The FHC is responsible for reviewing the Handbook on a regular and frequent basis and for discussing, preparing, and proposing amendments. Changes and amendments to the Faculty Handbook also can be proposed to the FHC by any member of the faculty or administration or can originate from other academic committees. The FHC must strive to ensure that amendments reflect the true policy and operation of the ADNOC Schools and that advice in the Handbook is useful and accurate. The FHC also has an obligation to consult with the faculty concerning changes and to consult with legal experts when required. Amendments are incorporated into the Faculty Handbook by the FHC then approved by the ADNOC Schools Administrative Departments, the Head of School, and the ADNOC Schools Board of Directors. Outlined below are the procedures and areas of responsibility for the revision process for each section of the Faculty Handbook before submission to the Board of Directors and final approval:

- ADNOC Schools Operations – Amendments are proposed by the FHC, accepted and revised (if necessary) by the Principals and Directors, then approved by the Head of School.
- ADNOC Schools Academic Program – Amendments are proposed by the FHC, accepted and revised (if needed) by the HODs and Curriculum Director, then approved by the Head of School.
- ADNOC Schools Public Relations, Parent Communications, and Reports – Amendments are proposed by the FHC, accepted and revised (if needed) by the Deans of Students and the Director of Admissions and Public Relations, then approved by the Head of School.
- ADNOC Schools Education Technology Department – Amendments are proposed by the FHC, accepted and revised (if needed) by the Director of Education Technology, then approved by the Head of School.
- ADNOC Schools Finance and Administration Department – Amendments are proposed by the FHC accepted and revised (if necessary) by the Finance and Administration Department, then approved by the Head of School.