



RAFFLES
INTERNATIONAL
SCHOOL
SOUTH CAMPUS, UMM SUQEIM

**PARENT & STUDENT
HANDBOOK**

South Campus

Academic Year 2011/12

Table of Contents

About Raffles International School	1
Mission and Core Values	2
Section 1: Our Curriculum	
1.1. Kindergarten	4
1.2. Junior School	9
1.3. Our Campus	15
Section 2: RIS Timings	
2.1. First Day of School	16
2.2. School Timings	16
2.3. Morning Arrivals	17
2.4. Afternoon Collections	19
2.5. Early Dismissal	20
2.6. After School Activities (ASAs)	20
2.7. Weekend	21
2.8. Student Attendance	21
2.9. Parental Supervision	22
Section 3: School Regulations	
3.1. Dress Code	23
3.2. Student Development and Process	26
Section 4: Nutrition	
4.1. Snacks	29
4.2. Lunch	29
	30

Section 5: School Management Style	29
5.1. RIS Houses	30
5.2. Student and Classroom Management	32
5.3. Educational Material Management	32
5.4. Celebrating Birthdays	33
5.5. School Special Event Management	34
5.6. Assessments and Reports	
5.7. Guidelines for Promotions	
Section 6: Discipline Policy	
6.1. Harassment and Bullying	36
6.2. Expulsion of Students	36
6.3. Suspension of Students	38
6.4. Withdrawal of Students	38
Section 7: Communications	
7.1. Circulars	39
7.2. Newsletters	39
7.3. Contacting Teacher	39
7.4. School Yearbook	40
7.5. Short Messaging Systems (SMS) and Email Notifications	40
7.6. Coffee Mornings	40
7.7. Curriculum Evenings	40
7.8. Parent Teacher Meetings	41
7.9. Queries	41
7.10. Communication Protocol	41
7.11. Contact Information	43
Section 8: RIS Facility and Services	
8.1. Library and Media	44
8.2. Internet Access and Use	44
8.3. Parent Volunteers	44

8.4. School Nurse and Medication	45
8.5. 24 Hour Security Guards	45
8.6. 24 Hour CCTV	46

ABOUT RAFFLES INTERNATIONAL SCHOOL

The Raffles International Schools South and West Campuses are part of the Innoventures Education network which provides quality private education to the highest international standards.

While both campuses share the same ethos as a learning community in the pursuit of excellence, each has its own distinctive character. Apart from a state-of-the-art Technology Department, there are a number of sports facilities which include multi-purpose Sports Halls, Swimming Pools, Tennis Courts, Outdoor Football Field and recreational areas.

Our learning environments, teaching and learning, monitoring and assessment and student services are all quality driven. We seek to maintain optimal teacher-student ratios and class sizes. We recruit and retain teaching and academic support staff, both internationally and locally, who are well-qualified, rich in experience, with strong track records of achievement and who are prepared to go that 'extra mile' to meet students' needs.

Teachers and support staff undertake continuous professional development training in order to stay abreast of current international best practice in teaching and learning.

MISSION AND CORE VALUES

Our Mission

We are committed to excellence in education by striving to provide each student with opportunities to reach their full potential as lifelong learners in a holistic, challenging and supportive learning environment that will ultimately prepare them to play an active and responsible role as global citizens in a multicultural world.

Our Core Values (IC³)

Integrity

Fair and honest in our claims and representation about our education process and what our students can achieve and benefit from.

Care

Showing concern for our students as individuals and identifying with their desire for personal development and growth.

Communication

Interacting with all students, parents, staff, governors and other stakeholders with intent to both give and receive useful information.

Commitment

Desire to exceed stakeholders' satisfaction and to ensure that learning and development of all the students are effective.

Section 1: Our Curriculum

Raffles International Schools are committed to the successful learning of all our students. We work to maintain optimal teacher-student ratio which in turn allows our teachers to give each student personalised attention.

A good start in education is essential to the building of a strong and enduring basis for a bright and successful future. Raffles International School South Campus (RISS) believes that parents play a fundamental role in the education of children. To be successful, we believe it is necessary to establish a strong partnership between the School and the family, where honest and open dialogue can be exchanged. At RISS, the concern and care for each child takes precedence, at all times. Our programme offers a framework that aims to meet a child's academic, social, physical, emotional and cultural needs.

At each stage in a child's development, we aim to build self-confidence and a sense of independence, responsibility and ownership in what they do and how they do it.

KG Curriculum

KG 1 and KG 2 follow the Montessori Programme at the South Campus.

Junior School Curriculum

The Junior School starts from Grade 1 to 5 where the Cambridge International Primary Programme (CIPP) is offered. Please refer to www.cie.org.uk for further curriculum details.

1.1 Kindergarten – The Montessori Approach

The Montessori curriculum is an integrated thematic approach that ties the separate disciplines together into studies of the physical universe, the world of nature, and the human experience. In this way, one lesson leads to many others.

Each material isolates one concept or skill that has been specially designed in a way that children are naturally drawn to want to work with it with little or no nudging from adults. Each material has also been designed so that a child can normally check his own work; we call this a built-in “control of error”. The intention of the materials is not to keep the children dependent on these artificial learning aids forever; they are used as tools to help children work and learn at their own pace, to see abstract ideas presented in a very concrete, three-dimensional way, and to help them grasp and understand what they are working on.

Montessori students learn not to be afraid of making mistakes. They quickly find that few things in life come easily, and they can try again without fear of embarrassment.

(a) Practical Life

This area of the curriculum is designed to invite the young learner to act and work on real life tasks that foster independence, coordination, order and concentration. It is in a sense the doorway to the Montessori curriculum. This is the area where the child may first choose independent work. The practical life area contains many attractively displayed objects familiar to the child, including a variety of items commonly used in the tasks of daily living, like eating, dressing and cleaning.

They offer the child meaningful, non-threatening modes of activity. The materials are also carefully designed and demonstrated to help teach skills involved with caring for the environment and the self, to encourage responsibility, autonomy and to promote high self-esteem.

(b) Sensorial

Dr. Montessori saw the senses as the “doorway to the mind”. She considered sensory and manipulation not only an aid to the development of maturing sense organs (eyes, ears, nose, tongue and skin) but a starting point for the intellectual growth. She believed that by helping children to order, compare and classify sensory stimulation, their intellectual development would be greatly assisted and future learning would be more meaningful and useful.

The basic sensorial exercise inspires careful observation and calls attention to specific qualities requiring identification of similarities and contrasts. The mind must judge, compare, classify and draw conclusions. These exercises tend to fascinate children because they are difficult enough to represent a real and meaningful challenge. They are then better prepared for future learning in math, language, and science and making sense of life's experiences and information in general.

(c) Mathematics

The central purpose of the Math materials in the early years is to lay the foundation for later cognitive development and to prepare for the gradual transition to abstract thinking. The primary value of these earlier activities in mathematics is found in the way they transform ideas into actions on concrete materials. Many children enter school today knowing how to count to twenty, but having no idea what "one" is in relation to "nine". They have merely memorised counting. When a child indicates that he is interested, we begin by showing him how to count concrete materials and later by introducing the abstract symbol for one, two, etc. Eventually, through the use of our specially designed materials our children learn about the decimal system, the process of addition, subtraction, multiplication and division.

(d) Language

Our complete system includes a large variety of reading readiness materials, including materials for phonetic analysis, word attack skills and reading, as well as materials for the refinement of motor control for writing.

Language consists of more than just reading. It is communication. It consists of verbal skills, visual perception and small muscle coordination. Materials throughout the environment directly and indirectly prepare the child for the acquisition of these skills. Our complete reading system is available to the children which includes a large variety of reading, as well as materials for the refinement of motor control for writing by which they gain an understanding that separate sounds can be blended together to make meaningful words. These children love to read and are ready to expand their knowledge to sight vocabulary and creative writing.

Reading skills normally develop so smoothly in Montessori classrooms that students tend to exhibit a sudden “reading explosion” which leaves the children and their families beaming with pride.

(e) Sciences, Geography, the Arts and other areas of the curriculum

Science is an integral element of the Montessori curriculum. Among other things, it represents a way of life: a clear thinking approach to gathering information and problem solving. The scope of the Montessori science curriculum includes a sound introduction to botany, zoology, chemistry, physics, geology and astronomy. The Montessori approach to science cultivates children's fascination with the universe and helps them develop a lifelong interest in observing nature and discovering more about the world in which we live. Plants and animals abound in our classrooms. Through the care of our menagerie, through puzzles of flowers, leaves and plants and through simple experiments, our children's lives become enriched.

Our teachers introduce history and geography as early as age three. The youngest students work with specially designed maps and begin to learn the names of the world's continents and countries. Later in elementary school the students see the world's cultures in greater depth. They learn to treasure the richness of their own cultural heritage and those of their friends.

Music and movement education are also important parts of the curriculum as well as the Arts. They offer children ways to express themselves, their feelings, experiences and ideas.

Montessori schools are very interested in helping children develop control of their fine and gross-motor movement.

1.2 Junior School Grades 1 to 5

The Cambridge International Primary Programme (CIPP) for English, Mathematics Social Studies, and Science along with the Singapore Curriculum content is the basis of what is taught at the junior grades. The children are the centre of the learning process and best pedagogical practices worldwide are focused upon.

(a) English

The English language curriculum in school will help students become independent lifelong learners, creative thinkers and problem solvers who can communicate effectively in English. To achieve this, there will be many curricular and co-curricular activities for students to use English in a variety of situations and contexts. Students will read widely, learn to analyse and evaluate language and the media and respond creatively to problems and new technology.

They will be encouraged to -

- Listen, read and view with understanding, accuracy and critical appreciation, a wide range of fiction and non-fiction texts from print, non-print and electronic sources
- Speak, write and make presentations.

- Express language which is grammatical, fluent and appropriate for purpose, audience, context and culture. At higher levels of proficiency, students will speak and write for academic purposes and creative expression, using language that is inventive and imaginative
- Think through, interpret and evaluate fiction and non-fiction texts from print and electronic sources to analyse how language is used to evoke responses and construct meaning; how information is presented; and how different modes of presentation create impact
- Interact effectively with people from their own or different cultures

(b) Mathematics

Mathematics education aims to enable students to:

- Acquire and apply skills and knowledge relating to number, measure and space in mathematical situations that they will meet in life
- Acquire mathematical concepts and skills necessary for a further study in Mathematics and other disciplines
- Develop the ability to make logical deduction and induction as well as to explicit their mathematical thinking and reasoning skills through solving of mathematical problems

- Use mathematical language to communicate mathematical ideas and arguments precisely, concisely and logically
- Develop positive attitudes towards Mathematics including confidence, enjoyment and perseverance
- Appreciate the power and structure of Mathematics, including patterns and relationships and to enhance their intellectual curiosity.

Please refer to:

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/mathematics/keystage1/index.aspx> for further details.

(c) Science

The primary science syllabus aims to -

- Provide primary students with experiences which build on their interest in and stimulate their curiosity about their environment
- Provide students with scientific concepts to help them understand themselves and the world around them
- Provide students with opportunities to develop skills, habits of mind and attitudes necessary for scientific inquiry
- Prepare students towards using scientific knowledge and methods in making personal decisions
- Helps students appreciate how Science and Technology influence people and the environment

Please refer to:

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/science/keystage1/index.aspx>

for further details.

(d) Arabic

KG to Grade 2 students will be encouraged to -

- Recognise and respond to words, phrases and simple sentences in spoken Arabic
- Identify and respond to features of written Arabic
- Use known words in Arabic to interact in everyday activities
- Demonstrate developing writing skills by recognising and copying Arabic
- Recognise the diversity of language systems
- Explore ways in which meaning is conveyed in Arabic
- Demonstrate awareness of cultural diversity
- Identify cultural practices in Arabic-speaking communities

Grade 3 to 4 students will be encouraged to -

- Recognise and respond to spoken texts in Arabic in familiar contexts
- Identify and respond to key words, phrases and simple sentences in context in written Arabic
- Use familiar language to share information
- Use models to write text to convey personal information and ideas
- Explore relationships between languages

- Identify ways in which meaning is conveyed by the sounds and symbols of Arabic
- Recognise the link between culture and a sense of identity
- Identify connections between culture and language use in Arabic speaking communities

Grade 5 students will be able to -

- Organise and respond to key ideas from spoken texts in familiar contexts
- Interact with others by sharing key points of information in Arabic
- Write texts to present key points of information in Arabic
- Recognise the importance of context in language use
- Identify patterns and features of Arabic by making comparisons between languages
- Demonstrate awareness of cross-cultural influences on language and culture
- Demonstrate understanding of significant cultural values and practices in Arabic speaking communities

(e) Music

The overall aims of music education are to:

- Develop an understanding of and an open mind for music of local and global cultures, with an awareness and appreciation of the links between music and daily living
- Develop creativity and critical thinking skills

- Develop a desire for personal and group expression through music and a life-long love for music

(f) Arts and Crafts

The Arts and Crafts syllabus aims to:

- Develop student's ability to see, make and appreciate art
- Set a good foundation for the learning of art in secondary schools
- Instill in students a life-long interest in art

(g) Life Skills

Life Skills / Health Education aims to:

- Provide students with knowledge and understanding of health concepts
- Provide students with opportunities to develop good health habits and attitudes
- Provide students with decision-making skills to make the right choices and decisions about their behaviour so as to attain good health

(h) Physical Education

Physical Education aims to:

- Understand the importance and benefits of physical activity
- Enjoy and actively participate in a variety of physical activities
- Demonstrate positive personal/social character traits such as fair play, teamwork

and sportsmanship in a variety of physical activities

- Develop and maintain both health related fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition; and performance-related fitness: agility, co-ordination and balance
- Play safely with respect to self and others

1.3 Our Campus

Campus/School	Curriculum
Kindergarten - KG1 & KG2	Montessori
Junior School - Grade 1 - 5 -	Cambridge International Primary Programme (CIPP)

Throughout this learning journey, our academic team will assist students establish a sound foundation of knowledge and experience a holistic approach to education through a wide range of integrated disciplines drawn from the creative and performing arts, experimental sciences, humanities and sports and after-school enrichment activities.

Section 2: RISS Timings

2.1 First Day of School

There will be an orientation for all children new to RISS prior to the commencement of the school year.

2.2 School Timings

School starts promptly at 7:45am. The School gates will open at 7:30am and registration will take place at 7:45am. If children are unavoidably late, please report to the main reception to be marked in as late, before going to the classroom. When late, children are asked to enter the classroom as quietly as possible.

Below are the timings for our School and Nurseries:

Level	School Hours
Nursery	7:45am – 2:00pm
KG	7:45am – 2:00pm
Junior School	7:45am – 2:00pm

Orientation Day (new students only):

September 7th 8am -10am: KG 1 – Grade 5

September 8th 8am -10am: KG 2

Ramadan Timings – Only during the Holy month of Ramadan, school timings will change.

2.3 Morning Arrivals

RISS is a school that takes pride in its continuous social development of its children. This section is designed to communicate to parents especially with children at lower level the morning arrival guide to help us jointly integrate the child in the school and the surrounding environment safely.

A drop off lane (Kiss and Drop) is designated in the parking area behind the school. No vehicles should stop or park to wait for students in this marked area. This traffic lane must be kept flowing to avoid congestion. The younger students will be met and guided to their classrooms using gate C beginning at 7:40. Please try to have your student ready to get out with their school materials.

All other students may enter through gate A+ and go directly into the gymnasium to assemble. Only the KG students will go directly to their classrooms.

For parents with children in the Nursery, entry is at the side entrance of the school (marked as D)

Bus bays (marked as E) are strictly for buses only. Pick-up and drop off of children is **STRICTLY PROHIBITED** in the front of the school. This area is for administration only. The classrooms will not be accessible from the reception area.

2.3.1 Children at the Nurseries

The nursery doors open at 7:35am. The parents are expected to accompany the child to the class room and handover to the teacher who will assist in placing the child. The parents are encouraged to communicate with the teachers for a later appointment after the nursery hours to discuss any issue related to the child. This allows all children to be welcomed by their teacher. We take pride that we start our classes on time and we would appreciate the cooperation with our parents.

2.3.2 Students at the KG level

The campus opens its gate at 7:30am and the teachers are in their classes by 7:45am. The parents are expected to accompany the child for registration and to the classroom where the teacher will control the placing the students. The morning greeting is one of our morning highlights. The parents are encouraged to take appointments with the teachers to discuss their child development at convenient time for both. Parents are also encouraged to drop their children on time in order for the class to start promptly.

2.3.3 Students at the Junior School

The campus opens its gate at 7:30am. The parents are expected to encourage the independence of their children at this level and assist the school to lead the child to start registering himself/herself before the start of the class.

Again, parents are requested to avoid discussions with teachers at this time but to make appointments with the teachers to discuss their child's development at mutually convenient time for both. We request our Parents to be considerate of all the students and the needs of the teacher in meeting each child.

Parents may drop their child at the gate and the students will be guided to the morning assembly point. This allows the traffic to follow smoothly and minimises traffic congestion.

2.4 Afternoon Collections

Children may only leave school at the end of the day with their parent(s), authorised persons (e.g. nanny or driver) or on the school bus. Should parents wish to make any alternative arrangements they must inform their child's class teacher or the school secretary before 1:00pm on any given School day. Children are not permitted to use the school telephone for private use, unless there is an emergency. In the case of an emergency the teacher has to be informed before the phone is used.

At the end of the school day [and in the absence of After School Activities], please ensure that children are collected no later than 2:15 pm for Junior School and 3:15pm for Middle & High School. Those not riding the bus will be exiting from the rear gates; the front area is not a student exit point.

When arriving or leaving the school premises, please drive slowly and carefully.

2.5 Early Dismissal

On those occasions when your child needs to leave early, the student should bring a written, dated and signed note to the school and hand it to the class teacher. Forward-planning is preferable. The class teacher will be responsible for forwarding the letter to the Head of School's office. Please ensure all contact details (parents mobiles, house numbers) are up-to-date.

2.6 After School Activities (ASAs)

Well-rounded students are usually more prepared for challenges in life. RISS is committed to ensure that our students excel in the academic curriculum, and also in the co-curricular programmes.

ASAs take place from 2:00 pm – 3:00pm

Students may choose from a wide range of activities. A selection of activities includes:

- Swimming Fun
- Flag Football
- Literacy Games
- Drama Production
- Music Performances
- Cultural/Language creations
- Many more

A list of activities will be provided on the School's website, please look for the one that would interest your child or the one you think your child needs to be involved in. Each activity has an assigned academic member that you can

contact should you wish to enroll your child. Admission to a particular activity is on a first come first served basis through email only. Students who miss out are usually waitlisted for the next session.

Please collect your child promptly at the end of their activities. If your child uses the School bus, the late bus will leave promptly at the end of the activities. No bus services are available for students in the KG for monitoring reasons. Parents are requested to collect or authorise another adult to pick the child at the normal dismissal time (2:00pm).

Sports matches may be organised on Saturdays. Parents are requested to ensure that their child is present, should they be participating in such events.

2.7 Weekend

Our weekends are on Fridays and Saturdays.

2.8 Student Attendance

Successful development and proper academic progress can only take place with adequate attendance. The school is also governed by the Ministry of Education that has controlled the number of days for student absence. Student absenteeism will affect the student's academic records and his/her academic progression to next level.

Should you expect your child to be absent for medical reasons or for extended period, you are requested to notify the teacher and the school Principal. An extended

or unexplained absence can result in enrollment being cancelled. In such a situation a child will be placed at the bottom of the waiting list and must pay the new student enrollment fee upon re-enrollment. Extended absences are handled on an individual basis.

2.9 Parental Supervision

The school is one part of the child's development; we work closely with Parents for matters relating to our student development. Parents are expected to know about the timing of School, drop off and collection timings. Should parents anticipate being away from home for extended periods, the School must be informed in writing, in the interest of student's safety and security. The name of the adult assuming responsibility for the child's welfare must be given to the school along with all the contact details.

Section 3: School Regulations

3.1 Dress code

3.1.1 School uniform and attire

We recommend at least two complete sets of uniforms per child. Parents are expected to purchase the school uniforms/attires prior to student attending School. The School reserves the right to refuse attendance of a student who does not observe the uniform code requirement.

In the best interest of the child and the students attending the School, no other items of clothing may be worn to school, that would include all type of jewellery, except a watch. However, girls with pierced ears may wear simple studs. The school does not take any responsibility for damage to or loss of such items.

The students are not allowed to bring in personal effects of toys, magazines and books [unless the Teacher has requested particular items]. Electronic equipment such as the i-pod and i-touch which can be used for learning support can only be brought and used if there is a written agreement between the School and the student's Home. The school does not take any responsibility for damage to or loss of such items.

ALL items of clothing, as well as bags, lunch boxes, water bottles, shoes, etc should be clearly labelled with your child's name. This will minimise any potential loss.

Students at RISS are required to wear the prescribed uniform consisting of:

GRADE	BOYS	GIRLS
KG 1 & KG 2	<ul style="list-style-type: none"> - Raffles White Polo T-shirt - Raffles Maroon Bermudas - Black leather school shoes with black socks 	<ul style="list-style-type: none"> - Raffles White Polo T-shirt - Raffles Maroon Bermudas - Black leather school shoes with black socks
PE	<ul style="list-style-type: none"> - Raffles Maroon T-Shirt - Raffles Black Micro Fibre Shorts - White shoes and white socks 	<ul style="list-style-type: none"> - Raffles Maroon T-Shirt - Raffles Black Micro Fibre Shorts - White shoes and white socks
Sweater	<ul style="list-style-type: none"> - Blue Fleece Jacket 	<ul style="list-style-type: none"> - Blue Fleece Jacket
Others	<ul style="list-style-type: none"> - Caps – Standard Maroon Baseball caps - PE jacket & track pants 	<ul style="list-style-type: none"> - Caps – Standard Maroon Baseball caps - PE jacket & track pants
Junior School (Grades 1-5)	<ul style="list-style-type: none"> - Raffles White Shirt, (short or full sleeves) - Raffles Maroon Bermudas (Grade 4 & 5 full length trousers optional) 	<ul style="list-style-type: none"> - Raffles White Blouse (short or full sleeves) - Raffles Maroon Trousers or Skirts - Black leather school shoes with

	<ul style="list-style-type: none"> - Black leather school shoes with black socks 	<ul style="list-style-type: none"> black socks
PE	<ul style="list-style-type: none"> - Raffles Maroon T-Shirt - Raffles Black Micro Fibre Shorts - White shoes and white socks 	<ul style="list-style-type: none"> - Raffles Maroon T-Shirt - Raffles Black Micro Fibre Shorts - White shoes and white socks
Sweater	<ul style="list-style-type: none"> - Blue Fleece Jacket 	<ul style="list-style-type: none"> - Blue Fleece Jacket
Others	<ul style="list-style-type: none"> - House Tshirts & Caps – only for Grade 3,4 & 5 - Standard maroon baseball caps for Grades 1-5 - PE jacket & track pants 	<ul style="list-style-type: none"> - House Tshirts & Caps – only for Grade 3,4 & 5 - Standard maroon baseball caps for Grades 1-5 - PE jacket & track pants
Accessories (Optional)	<ul style="list-style-type: none"> - Raffles Book Bag - Art Smock - Raffles Baseball Cap 	<ul style="list-style-type: none"> - Raffles Book Bag - Art Smock - Raffles Baseball Cap - Head Scarves: white, black, maroon or navy only (solid colour only) – not available at uniform store

3.1.2 Art Lessons attire

Each child will require some form of protection for their uniform during Art lessons. A large, old T-shirt with the sleeves cut off, will suffice. Please ensure that these are marked very clearly with the child's full name and class; they will be kept in the classroom.

3.2 Student Development and Progress

3.2.1 Homework

Learning is an ongoing process that takes place both inside and outside of the classroom. Homework provides opportunities for reinforcement of the work covered in class and allows for further development, research, consolidation and practice of the concepts introduced. It also allows for the development of sound study habits and personal time management.

The school management suggested the following homework routine:

GRADE	Time per subject (Approximate)	Time per night (Approximate Total)
KG 1 & KG 2	-	Reading for Fun
Grade 1 – 3	-	15-30 minutes
Grades 4 & 5	-	30 – 45 minutes

3.2.2 School Books

The school has engaged with a well-established local book provider. All school books will be provided to students by their teacher in the classrooms.

We encourage parents to help their children take care of the school books. We recommend covering paperback texts with plastic sleeves or sticky-back plastic which can be purchased from local stationers. Encouraging children to store their books carefully in their bags and to avoid excessive bending of pages and the spines of books help to prolong their usefulness.

Lost books will need to be replaced by the parent and are not the responsibility of Raffles staff.

3.2.3 Library

A multi-media resource centre with an age/grade appropriate lending policy. We encourage the children to take their books home to share with their parents.

Parents are encouraged to reinforce the care of loaned books that could include:

- Taking care of loaned books, to be returned in the same condition it was lent.
- Food and drink should be kept away from books.
- Pages should be turned carefully and not bent.
- Books should be kept out of the reach of pets, babies, etc.

In the case of loss of damaged books returned, a charge of AED35 will be imposed for a small paperback and AED70 for a large hardback book.

3.2.4 Stationery

Your booklist outlines resources that are supplied by the school based on fees and also a list of items recommended by the teachers for the Grade. Additional items may be requested during the course of the school year.

3.2.5 Mobile/Cell Phone Usage

Mobile/Cell phone usage is not allowed during the school day. Use of cell phones during the school day will result in confiscation and/or disciplinary action.

Students who have mobile/cell phones must have them turned off and may only use them off campus.

The school accepts no responsibility for electronic equipment brought to school. For security purposes, it is recommended that the parents make a record of the child's phone model, serial number and other details.

We especially ask parents to support this by NOT calling children during school hours.

Section 4: Nutrition

4.1 Snack

All children are asked to bring a healthy and nutritious snack or drink to school each day for the break period. All classes are chocolate and nut free environments. This includes food items with traces of nuts or nut oils.

Please do not send your child to school with any items that require refrigeration or heating.

Candy, chewing gum, chocolate or chocolate covered cookies of any kind are not permitted. Due to storage constraints, we ask that children only bring snack bags and not bulky backpacks to school.

We also have a canteen from which hot or cold healthy meals and snacks may be bought and is open till 2pm. Daily menus are available on our School website.

4.2 Lunch

If lunch is provided by the parent it should be packed in a lunch box, separate from the book bag and clearly labelled with the child's name. A healthy beverage of milk (plain, not flavoured), juice or water should accompany the lunch. No candy (including cough drops), gum, chocolate or soda will be allowed.

Parents are welcome to share their healthy nutrition tips that would add value to our school.

Section 5: School Management Style

5.1 RIS Houses

There are four houses to which all students in Grade 3 and above and staff belongs. These houses are established to ensure the students have a sense of belonging to groups while in the school and to establish a healthy manner of development and competition within the school. Siblings are placed in the same house.

All students participate in the Annual Inter-house Trophy competition. Points are given for sporting events, good work and positive aspects of social/personal behavior.

The houses and colours are:

House Name	Colour Representation
Atlantis	Blue
Burj	Yellow
Emirates	Red
Palm	Green

5.2 Students and Classroom Management

Our method of classroom management is based on respect. Respect for self, respect for others and respect for our environment. Our classrooms have 3 common goals for all students:

- *Self-Direction*
We want children to learn for the joy of it - not to please adults. Our mission is to spark the natural curiosity within each individual child, creating enthusiastic learners.
- *Feeling of Community*
Our students are encouraged to express themselves politely and confidently and to display excellent interpersonal skills. We assist and teach them to solve problems and conflicts, so that eventually they work with minimum assistance from adults.
- *Independence*
Children want and need to experience the world on their own. We give them the necessary tools, guidance and opportunities to develop independence and self-reliance in a supportive, caring environment.

5.3 Educational Material Management

We kindly ask for all toys to remain at home. At school, toys detract from the well prepared special environment. A lot of young children have not yet fully developed the social skill of sharing personal belongings.

Materials are carefully selected and prepared by the teachers to suit many purposes. When your child is in the classroom, he/she is surrounded by a marvellous array of materials, experiences, sights and sounds; objects to

manipulate in a variety of ways, exercises which will challenge, soothe, inspire, and inform. The richness of the classroom cannot be duplicated at home nor can the home environment be duplicated at school. They are two related, but distinct environments.

5.4 Celebrating Birthdays

The school aims at developing students and could be looked at as an avenue to celebrate events related to the child. We do encourage the sense of sharing among our students. However, we acknowledge that children may prefer to exclude other students which can be potentially upsetting.

The School acknowledges the importance of key personal events such as a student's birthday. However, rather than see students excluded from celebrations we request that birthday parties or similar events, as well as distribution of invitations and gifts be organised outside the school.

5.5 School Special Event Management

The school holds special events during the course of the school year such as sports day, field trips, fun days, parent-teacher meetings, national and international days and assemblies. The calendar, newsletters and emails as well as notices in Reception will provide parents with details in advance. All field trips which are off the school premises require a completed parent's consent form.

5.6 Assessments and Reports

A student's academic, social/emotional, cognitive/intellectual, aesthetic and physical progress is observed, recorded and assessed throughout the year. This information is conveyed to parents during parent/teacher meetings. In addition, written reports, reflecting their child's progress will be issued mid and end of the year.

5.6.1 Junior School (Grades 1 to 5)

South Campus	
A*- Excellent	Pass
A – Very Good	Pass
B – Good	Pass
C – Satisfactory	Pass
D – Need development	Pass
E – Unsatisfactory	Repeat

Effort Grades for Reports

VG Very Good	Demonstrates diligence, care and participation almost always..
G Good	Demonstrates diligence, care and participation most of the time.
S Satisfactory	Just adequate. An increase in diligence, care and participation is both possible and necessary.
N Needs improvement	Inadequate; a significant increase in diligence, care and participation is essential.

5.7 Guidelines for Promotion

5.7.1 Grade Descriptors

Please refer to Section 5.6– Assessments and Reports.

5.7.2 Compulsory Subjects for Promotion

(a) Arab Students

Compulsory subjects are English, Mathematics, Science, Arabic (Grades 1 – 5), Islamic Studies (Grades 1 – 5), and Civics (Grades 1 – 3); and Social Studies (Grades 4 – 5).

(b) Non-Arab Students

Compulsory subjects are English, Mathematics, Science, Arabic B (Grades 1 – 5), Islamic Studies (for Muslims only from Grades 1 – 5) and Social Studies (Grades 4 – 5).

5.7.3 Promotions

(a) Promotion Granted

If a student achieves a Grade 3/D or higher in all subjects in final combined grades, he/she is promoted to the next grade.

If a student achieves lower than a Grade 3/D in any compulsory subject, a re-sit examination is given and must be passed in order to be promoted.

(b) Promotions Denied

Student who fails more than three (3) subjects is asked to repeat the year.

(c) Internal Re-assessments (Re-sit Exams)

Students will re-sit exams for up to three (3) failed subjects on the dates specified by the School.

A student must pass compulsory subjects in re-sit exams to be promoted.

Failing to turn up for re-sits results in promotion denied and students will be asked to repeat the year.

Section 6: Discipline Policy

Our philosophy of discipline is based on the understanding that this should be a positive, internally motivating force. When allowed and encouraged to develop within a child, discipline, is one of the single most important means that a student has towards making appropriate and correct decisions in his or her life. Our disciplinary procedures are therefore designed to encourage and assist children in developing self discipline.

Staff members are responsible for providing children with information about the choices that are available to them, both in general and in specific situations. Staff members are also responsible for creating an environment and a relationship with students which exemplifies consistency and firmness and also sets clear boundaries. Consistency and the clearly stated boundaries provide the parameters that students need to make appropriate choices.

6.1 Harassment and Bullying

RISS has a zero tolerance policy regarding bullying. All students involved in bullying will be disciplined and will receive appropriate counseling and support from the school. Repeated offences may result in suspension or eventual expulsion.

6.2 Expulsion of Students

Under the Private Education Law, the student registered in the School shall be expelled in the following cases:

For disciplinary reasons

- a. If he/she is being sentenced a final judgment for a crime or misdemeanor which is against honour or honesty and if he/she assails one of the personnel working in the School or in the Ministry.
- b. If he/she commits deeds against honour and honesty or religious values inside the School.
- c. If he/she deliberately damages school property.

Provided that the cases referred to in the above items should be proved by an official investigation. The judgment in the previous cases shall be made by a decision from the Director of Education Area, and the judgment decision shall be notified to the parents, School and the Competent Department. Such matters should comply with what is stated procedures in the regulation of student conduct, and guidance in the school society.

For non-disciplinary reasons

- a. If the student is absent from school for no reason or for unacceptable reason for twenty (20) consecutive days or twenty-five (25) non-consecutive days.
- b. If he exceeds the maximum age as per School guidelines.

The judgment in the previous cases shall be made by the School Principal and shall be notified to the parents and the Education Area Department of KHDA.

6.3 Suspension of Students

The School reserves the right to suspend students if required Tuition Fee is not paid in accordance to the Ministry of Education rules and regulations.

6.4 Withdrawal of Students

For students leaving the School, prior notice in writing must be received by the School. The withdrawal form must be completed and returned. This is available at Reception. The School will only issue the Transfer Certificate (TC) upon payment of the required tuition fee and all other clearances.

All requests for withdrawal are to be submitted to the Reception.

Section 7: Communications

The main form of communication from the School to parents will be through the School web and email. It is the responsibility of the parent/carer to ensure that the School has up-to-date email addresses and contact details.

7.1 Circulars

RISS will be sending circulars to parents when a major change or announcement takes place. All circular will be placed on the website (www.rafflesis.com). Please take time to read this information as it is both advisory and instructive.

7.2 Newsletters

A newsletter is produced on a fortnightly basis and available on our website. The newsletter contains reports on activities and events in which the School and students participated during the semester and may also contain information about future events.

7.3 Contacting Teachers

Messages for teachers may be sent through the teachers' school email addresses of teachers or left at the Reception which is open from 8:00am to 3:30pm.

7.4 School Year Book

RISS is proud of its students. At the end of each academic year, a school year book is produced to capture images of the students in each class and record memories of major functions and events that took place during the year. The books can be purchased from the reception for the last year.

7.5 Short-Messaging-System (SMS) and Email Notifications

Should an urgent message need to reach parents, you will be notified via SMS and/or email to get your updates in the website.

7.6 Coffee Mornings

The campus also ensure we are in close contact with parents who want to further develop their partnership with the School and enhance the learning experiences for students, teachers and other parents and help make RISS a real 'learning community'. Head of School conduct coffee mornings to inform parents about events, programmes, curriculum matters and other items of interest. .

7.7 Curriculum Evenings

Curriculum evenings are organised regularly to update parents on the curriculum matters, teaching and assessment methods and workshops, and Home-School initiatives for the respective grades throughout the

school. The details of these curriculum evenings are sent to parents in advance and may also feature on the calendar. Parents are encouraged to attend and participate in these meetings.

7.8 Parent-Teacher Meetings

Our parent-teacher meetings are held periodically to give parents the opportunity to visit the school and meet your child's teacher. You are welcome to contact us whenever you have a query regarding your child. We are open to your suggestions and look forward to your keen participation and interest in our activities.

7.9 Queries

We are more than happy to share your child's progress at school with you.

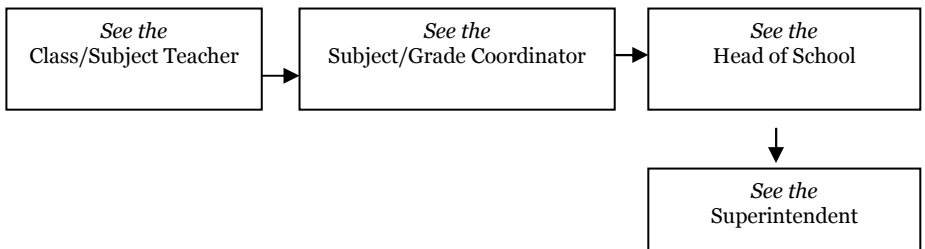
If you would like to see your child's class teacher; please request an appointment either via the homework diary/communication book, by email or through the School Secretary. If there is an urgent issue or concern, please email the teacher or inform the secretary. The Head of Schools and Principal's open door policy is available to parents and visitors at most times or by appointment.

7.10 Communication Protocol

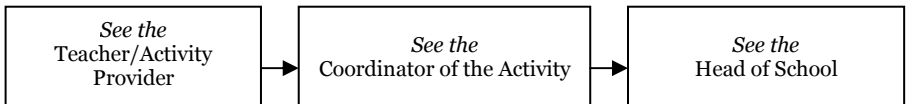
In order to ensure effective communication throughout the school, we request that parents use the following channels of communication so that all those concerned

with a child's learning and well-being are kept informed and can have their valued input to seeking clear and appropriate solutions to any problems or concerns.

For student development within the class/lesson:



For After School Activities:



7.11 Contact Information

We like to continually improve and streamline our communications both internally and with parents and other agencies outside the school. Should you wish to contact any of the management staff within RIS, please view the lists below:

Section/Campus	Contact Information
Corporate Office	Tel: (04) 4271200 Fax: (04) 4271201
South Campus	Tel: (04) 4271261/1262 Fax: (04) 4271201
General Enquiries	info@rafflesis.com
Web	www.rafflesis.com

South Campus	Staff Name	DID	Email
Superintendent	Mr. Donavon Reinsmoen	(04)4271223	donavonr@rafflesis.com
PA to Superintendent	Mrs. Mary Rizoriya	(04)4271224	maryr@rafflesis.com
Head of School	Mrs. Zeba Khan	(04)4271227	zebak@rafflesis.com
KG Coordinator	Ms Patricia Mezu	(04)4271230	patriciam@rafflesis.com

Section 8: RIS Facility and Services

8.1 Library and Media

The purpose and intent of a library and media centre is to allow students to feel comfortable in gaining access to information in many forms. Whether it is through the use of books, magazines, newspapers, or the Internet, students can use these tools to accomplish many tasks. It is the goal of the RISS Library/Media Centre that all students are able to access, find, and utilize the information they need.

8.2 Internet Access and Use

RISS is fully equipped with campus-wide internet access. This is available for use by students as an integral part of the School's curriculum. Students may be required to access the internet in a focused and directed manner to undertake research related to specific assigned projects. Inappropriate internet access by a student could result in expulsion. Any form of Internet bullying is not tolerated.

8.3 Parent Volunteers

We want our parents to be part of the school and participate in its growth and development. Parents have a wealth of experience, knowledge and ideas, which can be a huge asset to the school and its students.

Some parents may enjoy helping with school trips, sports clubs, games and other activities. Many will help with our theatrical and musical programmes. A small number of

parents may wish to help on a more regular basis, for example, in the school library.

8.4 School Nurse and Medication

Each campus has a School Nurse to attend to students who may feel unwell during the school hours. Students will be seen by the School Nurse and when appropriate and possible, parents/carers will be informed by phone and email. A hard copy note will also be sent home to inform parents.

The Nurse has a record of each student's medical form which is completed at the stage of admission. This form specifies any illness/allergies a child may have and also the parent/carer consent form. RISS will maintain a written record of the administration of any medication given to each child. The completed form will be placed in the child's file. This information will be filed, for future reference by the School Medical Department. Any updates on the Medical of the student must be informed to the School on a timely manner.

Parents are required to collect their children within one hour of being notified of an illness. If children are unwell, they will be provided with a quiet place to rest in the medical facility. A staff member will remain with the child until the parent(s) arrive.

8.5 24 Hour Security Guards

We have security guards on campus 24 hours a day. Both front and back entrances will have someone around the

clock to ensure the facility is taken care of. All visitors to the School are asked to sign in and may be asked to provide a valid ID in exchange for a visitor pass.

8.6 24 Hour CCTV

CCTV is used for surveillance to ensure the safety of our students and staff. In order to ensure a secure learning environment the school offers:

- Supervision of play areas at break and lunchtimes
- Regular practice of emergency procedures
- High expectations of student behavior and self-discipline
- External CCTV monitors
- Staff to supervise arrival and departure times