



PARENT'S HANDBOOK

2026-2027



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School Vision, Mission, Values and Objectives

Elite International School is a private coed school covering Early Childhood, Elementary, Middle and High School.

Elite International School has a clear vision, mission, and objectives, aligned with the general orientation of the State of Qatar. We are keen to establish and maintain a happy and purposeful community that enables children to thrive morally, socially, and intellectually and achieve excellence.

Vision

EIS empowers academically excellent and emotionally resilient learners who embody Qatari values and thrive in a rapidly changing world.

Mission

We equip all learners with rigorous academic knowledge, 21st-century competencies, social-emotional skills, and Qatari values to achieve lifelong success.

Values

Respect Responsibility Communication Excellence in Teaching and Learning

Respect

EIS aims to promote respect, cooperation, communication, and courteous interactions among students, parents, staff, and administration, in order to create a positive learning environment in which an atmosphere of mutual trust is maintained. Positive attitudes and the development of professional working relationships are essential to the school.

Responsibility

Students and staff feel responsible and take pride in their school or place of work. It is our responsibility to provide a flexible learning environment, attentive to the specific needs of our students. We are also responsible to prepare students to fulfill their civic responsibility as effective members of society.

Communication

To ensure student success, EIS encourages and recognizes the importance of communication among its students, parents, staff and administration. We uphold a commitment toward effective dialogue between all parties.

Excellence in teaching and learning

We remain committed to instructional effectiveness that focuses upon student's learning and progression throughout the curriculum. Professional learning, collaboration, and sharing between staff is encouraged and supported. All teachers feel responsible for improving their own skills and knowledge in order to improve the educational process. The school strives to provide opportunities for professional development throughout the year.

The school utilizes effective means to disseminate the vision and mission, for instance, it is displayed in all the school hallways and classes, visible to all school stakeholders.

Objectives

1. To foster academic excellence and mastery across all subject areas, enabling every student to achieve his/her fullest potential and exceed recognized academic standards
2. To nurture students' emotional, social, and physical well-being, fostering resilience, empathy, and personal growth in a supportive learning environment
3. To equip students with critical thinking, creativity, communication, collaboration, and ethical digital literacy skills necessary for lifelong learning and success in a global society
4. To promote integrity, civic responsibility, and pride in Qatari identity, alongside global awareness, respect for diversity, and commitment to sustainability
5. To ensure an inclusive, safe, and welcoming school climate where diversity is respected, and every student feels valued and supported
6. To foster meaningful partnerships with families and the wider community, recognizing their essential role in enriching educational experiences and student achievement
7. To cultivate a culture of continuous improvement, collaboration, and professional learning among staff, promoting innovative teaching practices

These learning objectives convey those allocated for each academic stage as detailed below:

Objectives of Early Childhood Stage

Within the general educational objectives of EIS, the early childhood stage focuses on:

- Building students' numeracy and literacy skills.
- Developing students' self-esteem.
- Enabling students to speak effectively and express their ideas and emotions.
- Developing a learning environment in which children are motivated and able to learn.
- Developing friendships among children belonging to the same age group.
- Helping students work as part of a team.
- Giving students the opportunity to learn and practice the social-emotional skills.

Objectives of Elementary School

While meeting the general educational objectives of EIS, the elementary stage seeks:

- To instill in students a desire to learn and grow.
- To enable students to realize their potential as unique individuals.
- To enable students to develop their communication skills and express themselves and their thoughts orally and in writing in all the taught languages.
- To help students acquire a strong foundation in mathematical reasoning and skills.
- To help students develop knowledge and skills science to be able to conduct inquiries using the scientific method.
- To enable students to develop as social beings and good citizens through collaborating and cooperating with others.

- To help students develop the ability for critical thinking and logical judgment.
- To help students recognize the importance of hard work, personal responsibility, and respect for others.
- To develop students into self-disciplined, physically fit, and healthy individuals.

Objectives of Middle School

Articulated within EIS educational objectives, the middle school stage is keen:

- To offer students a positive educational and social experience in a structured, challenging yet nurturing environment.
- To develop confidence to make and hold moral judgements.
- To help students communicate in a variety of ways for different occasions and purposes.
- To help students develop an enquiring mind.
- To enable students to identify problems, investigate and find solutions.
- To help students acquire information from various sources and record this in a variety of ways.
- To develop students' imagination and creativity by offering a wide range of experiences.
- To develop students' natural curiosity and use it to foster positive attitudes towards learning.
- To enable students to appreciate and respect the dignity of work.

Objectives of High School

Embedded in the educational goals of our school, the emphasis in high school is:

- To provide rigorous and engaging educational experiences that challenge students to achieve their highest academic support.
- To cultivate intellectual growth along with emotional, social and physical development in each student.
- To equip students with the skills to analyze, evaluate, and solve complex problems, preparing them for success in higher education and beyond.
- To develop students' effective written and verbal communications skills to express their ideas confidently.
- To provide opportunities for students to engage in logical reasoning and draw well-supported conclusions from evidence.
- To help students approach challenges with creativity and resourcefulness.
- To nurture integrity, responsibility, empathy and resilience for students' personal and ethical growth.
- To promote teamwork and collaboration skills that prepare students for success in both academic and professional settings.
- To help students explore college options and career opportunities.

School Opening Plan

Elite International School welcomes you to the new academic year 2026-2027 and hopes you all had a refreshing summer vacation.

To ensure a smooth and successful start, we would like to share with you our plan for the school reopening.

As per the school's academic calendar, the first instructional day is Sunday, 30 August 2026.

Students should wear school uniform starting the first day. The uniform details are available on our website.

The school day starts at 7:00 am. Our timetables for all stages are outlined below:

Preschool to K		Grades 1 to 5		Grades 6 to 11	
7:15 - 7:40	Circle Time	7:15 - 8:05	Session 1	7:15 - 8:05	Session 1
7:40 - 8:15	Session 1	8:05 - 8:55	Session 2	8:05 - 8:55	Session 2
8:15 - 8:45	Break 1	8:55 - 9:15	Break 1	8:55 - 9:45	Session 3
8:45 - 9:20	Session 2	9:15 - 10:05	Session 3	9:45 - 10:05	Break 1
9:20 - 9:55	Session 3	10:05 - 10:55	Session 4	10:05 - 10:55	Session 4
9:55 - 10:30	Session 4	10:55 - 11:45	Session 5	10:55 - 11:45	Session 5
10:30 - 11:05	Session 5	11:45 - 12:05	Break 2	11:45 - 12:35	Session 6
11:45 - 12:05	Break 2	12:05 - 12:55	Session 6	12:35 - 1:10	Prayer Time + Break 2
12:05 - 12:55	Session 6	12:55 - 1:45	Session 7	1:10 - 2:00	Session 7
12:55 - 1:45	Session 7				

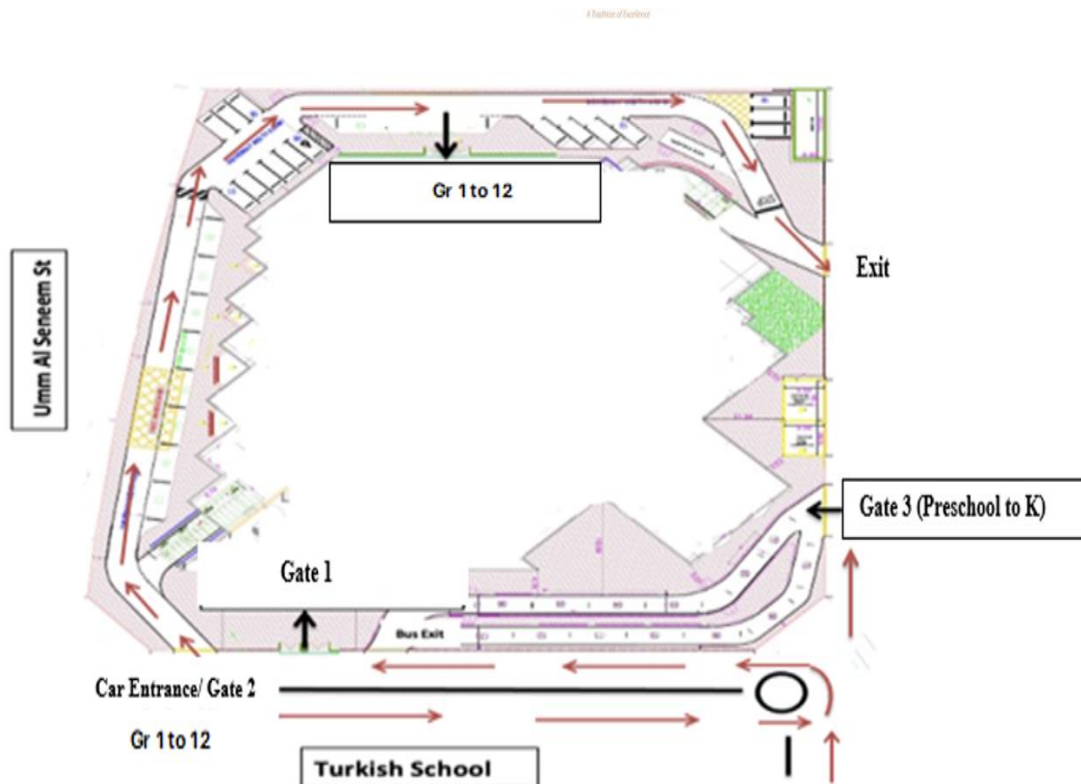
On Wednesdays, all students are dismissed at 12:15 pm due to professional development sessions scheduled for all staff.

For written communications, teachers will use planners and e-planners from Preschool to Grade 3. For Grades 4 onwards, only e-planners will be used.

EIS will continue with the 'Bring Your Own Device' policy for Grades 4 onwards. Students should bring their devices to school on a daily basis to benefit from the activities that will be carried out online.

All school policies are available on the school's website, <https://www.eliteintschool.com/policies>, to share the school's expectations and maintain quality of teaching and learning.

We will continue to work together as a community to help our children develop a lifelong love of learning.



Attendance Policy

Purpose:

To promote regular and punctual attendance, support students' academic progress and personal development, and ensure that parents, students, and the school all work together to address attendance concerns effectively.

Punctuality is essential to maintaining a healthy academic environment and fostering a sense of order and responsibility from the start of each school day.

Students are expected to arrive at school before 7:00 a.m. Registration begins promptly at 7:00 a.m., and the first session starts at 7:15 a.m.

Students must be in school as per the following timings on regular school days unless they have afternoon activities:

- Preschool to K from 7:00 am to 12:45 pm.

- Grades 1 to 5 from 7:00 am to 1:45 pm.
- Grades 6 to 12 from 7:00 am to 2:00 pm.

The school will finish for all students at 12:15 pm on Wednesdays.

Arrival Procedure

School gates open at 6:30 am.

Stage Level	Gate	Door
Preschool to Kindergarten	3	3
Elementary, Middle and High School	1 and 2	1 and 2

- Middle/high school girls will use staircase 4 (ST4).
- Middle/high school boys will use staircase 2 (ST2).
- At 7:15 am, gates 2 and 3 will be closed and entry to the school will be through gate 1 only.

Dismissal Procedure

Stage Level	Gate	Students collected from	Door opens
Preschool to K	3	External Classroom Door	12:45-2:15
Grades 1 to 3	2	Canteen using Door 1 or 2	1:45-2:30
Grades 4 to 5	2	Gym Hall using Door 1 or 2	1:45-2:30
Grades 6 to 12 boys	2	Gym Hall using Door 1 or 2	1:45-2:30
Grades 6 to 12 girls	2	Canteen using Door 1 or 2	1:45-2:30

If the person collecting a student is delayed, the school administration must be informed before 2:00 p.m.

Authorized Pick-Up Persons

Students will only be released to parents or individuals authorized in the school's records unless prior written approval has been provided.

Early Departure

- Students may leave school before the official dismissal time only with prior approval.
- Parents must notify the school in advance.
- Students must be signed out by a parent or authorized guardian.
- Frequent early departures may be treated similarly to repeated lateness.

Note: All school gates will be closed from 12:00 noon to 12:45 pm.

Lateness

Parents/caregivers of students who arrive late, with prior approval from the school administration, are required to accompany the student to Student Affairs and sign a late slip before the student is permitted to enter the classroom. The student must present the late slip to the teacher of the first lesson upon arrival.

Without prior approval from the school administration, no student arriving late will be permitted to enter the school unless a valid medical certificate or an acceptable reason is provided.

Continuous lateness will result in consequences outlined in this policy.

A- Late up to 15 minutes (7:15-7:30):

The following actions will be taken for repeated lateness per year:

Frequency of Lateness	Action taken by the school	Records	Staff in charge
3	Verbal Warning	Planner/e-planner	Homeroom Teacher
5	Written warning	Planner/e-planner + Student's file	Social worker/ Counselor
7	First parental undertaking	Student's file	Students affairs
10	Second parental undertaking	Student's file	SMT
15	Decision taken by the school committee	Student's file	School Committee

B- Late more than 15 minutes (7:30-8:00):

- The student who arrives more than 15 minutes late will not be allowed to attend the first session. He/she should sit in the Library Media Center and complete the assigned work. The student has to sit back after school time and complete independently the missed work of the first session.

Frequency of Lateness	Action taken by the school	Records	Staff in charge
1 and 2	Phone call to parents	Planner/e-planner	Students affairs
3	Written Warning	Planner/e-planner + Student's file	Social worker
4	First parental undertaking	Student's file	Students affairs
5	Second parental undertaking	Student's file	SMT
6	Decision taken by the school committee	Student's file	School Committee

- Excused lateness must be arranged with the school office in advance, preferably one day before, except in emergency situations.

Absences

Parents should notify the school of their child's absence by 8:00 a.m. whenever possible. Failure to notify the school may result in the absence being recorded as unexcused until appropriate documentation is provided.

- An absence due to illness will be considered excused only when supported by an appropriate medical note or doctor's certificate.
- For absences of two or more consecutive days due to illness, a doctor's certificate must be provided upon the student's return to school.

Absence follow-up per semester

Frequency of absenteeism	Action taken by the school	Records	Staff in charge
1 and 2	Absence recorded and parent notification	Absence slip e-planner	Students affairs Homeroom teacher
3-4	Parents will be contacted by the school for follow-up.	Phone call to parents	Students affairs
6	Parents meeting	Student's file	Students affairs
8	Written warning	Student's file	SMT
10	Decision taken by the school committee	Student's file	School Committee

Note: More than 3 consecutive days without a valid medical certificate or approved reason: Parents must meet with the school administration before the student returns to class.

Excused Absences

The following may be considered excused absences when supported by appropriate documentation:

- Illness supported by a medical certificate
- Medical or dental appointments
- Family emergencies approved by the school administration
- Bereavement
- Official government appointments

Unexcused Absences

The following may be considered unexcused absences:

- Absences without parent notification or supporting documentation
- Family vacations taken during school days without prior approval
- Staying home for non-medical reasons
- Failure to provide required documentation following an absence

General Absence Procedures

- An absence due to illness will be considered excused only when supported by an appropriate medical note or doctor's certificate.
- For absences of two or more consecutive days due to illness, a doctor's certificate must be submitted upon the student's return to school.
- Students are responsible for completing all missed assignments, assessments, and classwork following an absence. Teachers will provide reasonable opportunities for students to make up the missed work.

- Students absent during examinations or major assessments must provide appropriate documentation. Make-up assessments will be arranged in accordance with the school's assessment policy.

Procedure for Early Pick up During the School Working Hours

- **No parents under any conditions are allowed to enter any classroom or drop/pick up their children by themselves after 7:00 am or during the academic session.**
- Any parent wishing to pick up his/her child early or needs to check on his/her child when the school day is not finished must fill out a request form available with student's affairs office and wait for the student to be brought to him/her by the authorized personnel.
- If you are sending your representative to pick up your child, his/her name should be included in the emergency contact of your child's application form and also school administration should be informed in advance regarding the same. The representative will be asked to produce his/her Qatar ID card before we release the children.
- Teachers are not permitted under any circumstances to allow parents to enter their classrooms to pick up children. They are not allowed to hold conversation with parents before the school ends unless the parent is accompanied by a member of the administration having permission to do so.
- **Parents should inform the students' affairs office before 8:00 am about their child/ren's early pick up in order to facilitate providing them with missed academic work.** It is the responsibility of the parents to ensure all missed work is completed by their child.
- Students who are missing any academic session due to prior medical appointments should provide the school with a medical certificate from the doctor once they return.

Lines of communication

EIS's approach towards education is based on continuous evaluation of every child's capability and accordingly guides each student in a unique manner to improve his/her existing skills; hence, building an interactive relationship with the parents and guardians is very important to us.

In order to facilitate smooth operation and effective communication, EIS will be holding Parent Teachers conference as mentioned in the academic calendar. Student planner /e-planner must be used for daily communication between parents and EIS staff.

Parents are requested to make an appointment with the students' affairs office if they want an appointment with any teaching faculty or management team on any other day or for conducting any celebrations.

To ensure a smooth and effective meeting, no parents/visitors will be allowed to carry any electronic device inside the administration area and will be requested to hand over for safe keeping with **students' affairs office (Mobile phones are not allowed in any meeting).**

It is strictly prohibited for parents to communicate or talk or verbally threaten any other students inside the school campus. Please do not hesitate to contact the administration office if you have any concerns.

*** No parents or students from other grades are allowed to enter the classrooms after 7:00 am or during an academic session. Parents are not allowed to communicate with teachers directly unless a prior appointment has been taken. To ensure proper feedback, parents are directed to make an appointment with students' affairs office.**

E-Learning Portal Guidelines

Elite International School would like to inform you that its e-learning portal will be used to provide you with quick access to the information you need regarding assignments, reference materials and other forms of communication.

EIS e-learning portal is accessible online from the school website

<https://www.eliteintschool.com/> and click on E-LEARNING PORTAL or the school management system direct link

<http://eis.servebbs.com/PortalLogin.aspx>

In an initiative to go green, we have launched the e-planner tool, which will be used for all students from Preschool to Grade 12, noting that Preschool to Grade 3 students will further receive a planner at the beginning of the school year.

Students can access their account from any electronic device — computer, laptop or tablet — using the usernames and passwords which will be provided by the school to the parents via SMS.

The portal is user-friendly; all the learning content and information are structured in an organized way, making them easily accessible to all students. Class discussions, calendar, e-resources, schoolwork, evaluations and notes from teachers are accessible in just one click. All students have access to learning materials at any time and from any place where they have internet access.

Students can also communicate with their teachers and classmates via the chat feature that the portal provides, creating a more collaborative and interactive learning environment.

Teachers will use the e-learning portal to create multimedia learning content and recorded lessons, using videos, images, audios and texts which serve as great tools in teaching new skills and imparting knowledge.

All students will be trained by their respective teachers on how to effectively use the portal on the first day they attend school.

The e-learning portal will be used strictly for educational purposes using the following guidelines:

- All school rules and consequences related to the code of conduct apply.
- Students will be required to use appropriate grammar instead of texting language.
- The portal will be used to discuss school-related content only.
- Put-downs or sarcasm toward others' ideas are not allowed.

It is important that students take part in live discussions, check e-resources, complete their assignments, and take any assigned e-quiz diligently, taking the learning process seriously to ensure a smooth transition once regular classes are resumed.

In addition to EIS e-learning platform mentioned above, our students will keep using the online learning portals to enhance their reading skills. Usernames and passwords will be provided later to all students by the school.

E-Learning Portal

Guidelines How to Login:

1. Use the link below to login to the school website:
<https://www.eliteintschool.com/>
2. Go to the e-learning tab and click on e-learning portal

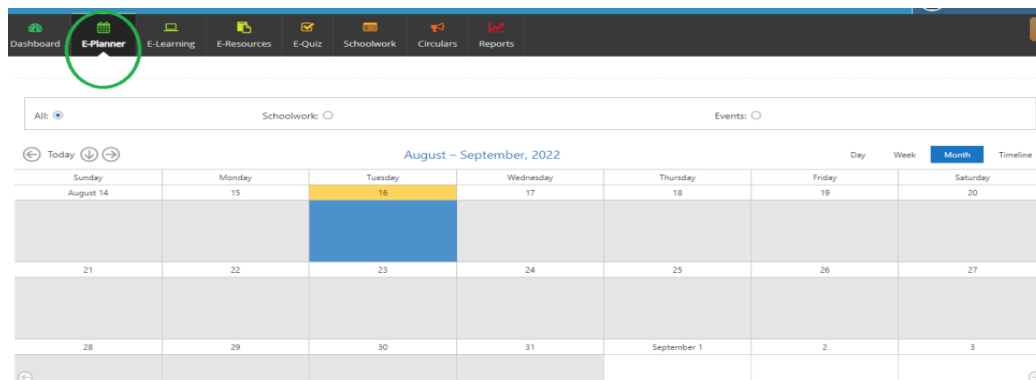


3. Enter the username and password provided by the school, then click on login.



The image shows the login page of the School Management System. It has a dark blue background with the EIS logo at the top. The text 'School Management System' and '©ACT Pioneer Intelligent Solutions' is displayed. Below this, there is a white box with the heading 'Way to your portal'. Inside this box, there are two input fields: 'User Name' and 'Password'. A blue 'Login' button is at the bottom right of the white box.

Students can view assigned tasks and notes under E-planner tab.



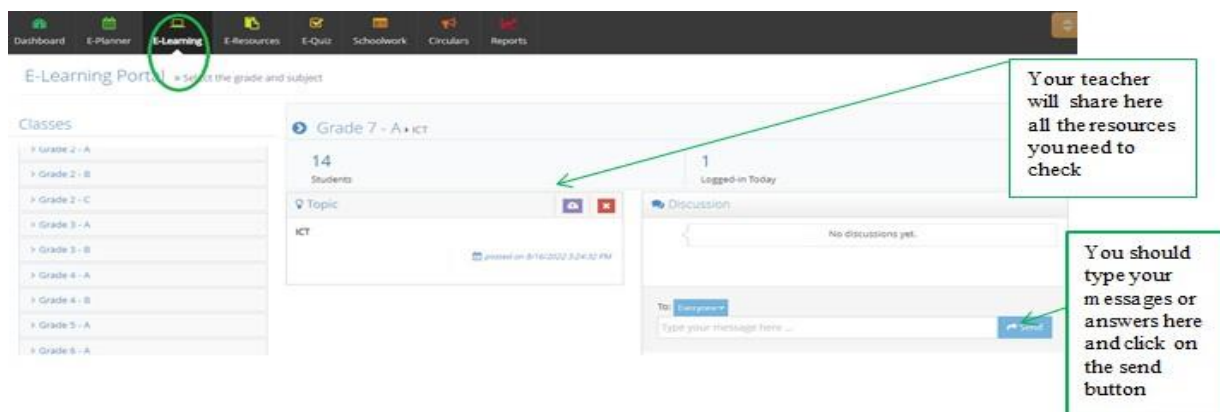
How to Take Part in Online Class Discussions:

Students can access all the topic-related materials the teacher has uploaded through the “E-learning” tab.

Students can post a note to the whole group if the question is about something the whole group should know.

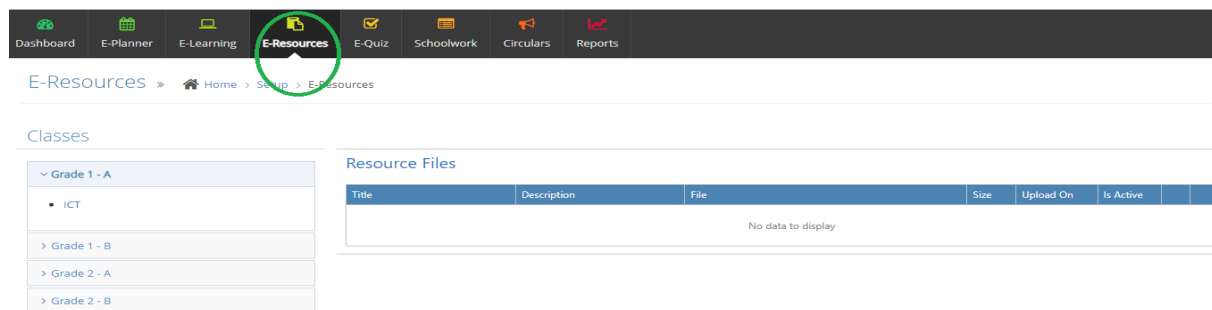
They can send a note only to their teacher, that is privately, if they want to talk about something that doesn't relate to everyone or seek assistance.

Students are not allowed to post personal questions to the group. They need to keep conversations on topic and refrain from posts that tease, bully, annoy, spam, or gossip about any other member.



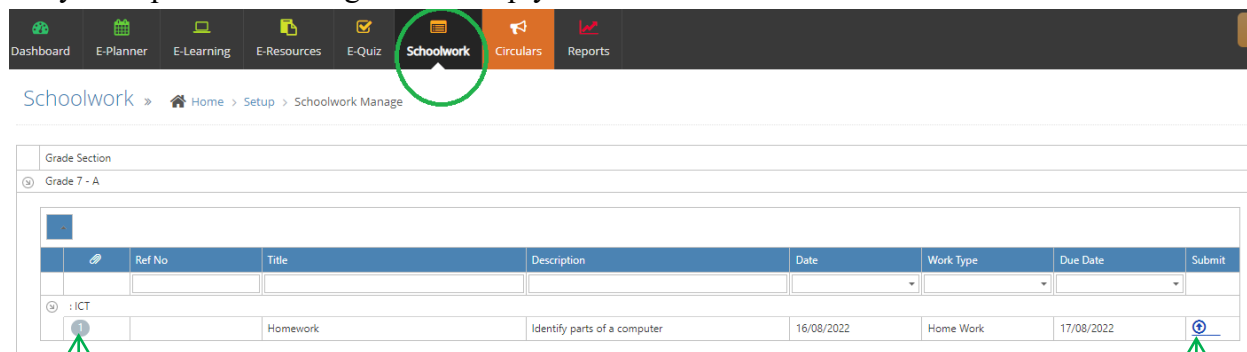
How to Access Educational Resources:

By clicking on the “E-Resources” tab, students can gain access to all the available educational resources and download them.



How to Submit Assigned Schoolwork or Reply to Teacher's Notes:

Students should click on the “schoolwork” tab to check the assignment or note posted by the teachers. They can upload their assignment or reply to the notes as below.

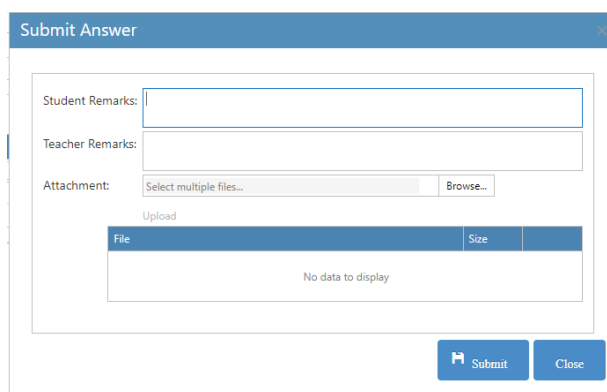


	Ref No	Title	Description	Date	Work Type	Due Date	Submit
ICT		Homework	Identify parts of a computer	16/08/2022	Home Work	17/08/2022	

Click on the number to download the file your teacher has attached for you to read and complete.

14

Click on this button to upload and submit your assignment/answer your teacher.



Submit Answer

Student Remarks:

Teacher Remarks:

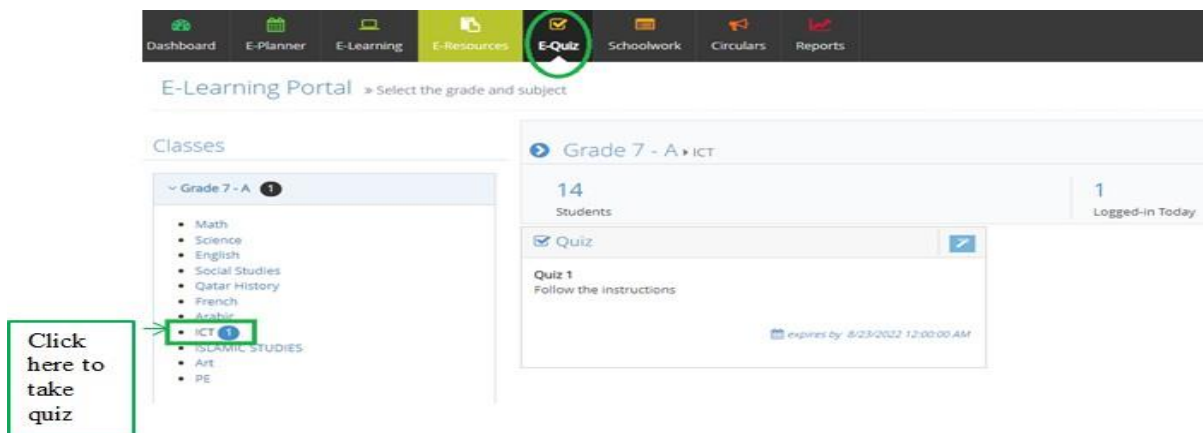
Attachment:

Upload

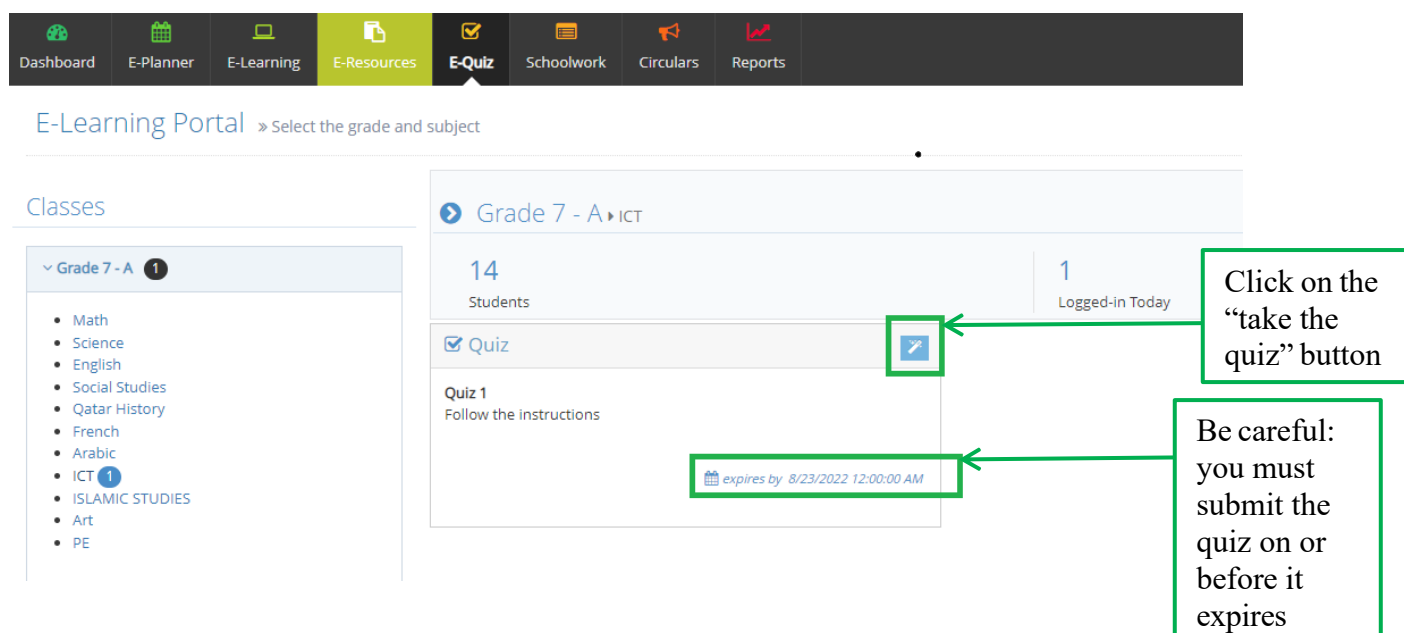
File	Size
No data to display	

How to Take an E-Quiz:

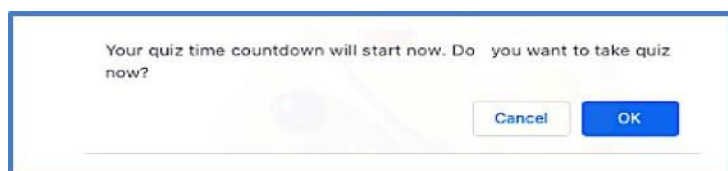
Students should click on the “e-quiz” tab to check the quiz assigned by the teachers. Step 1:



Step 2:

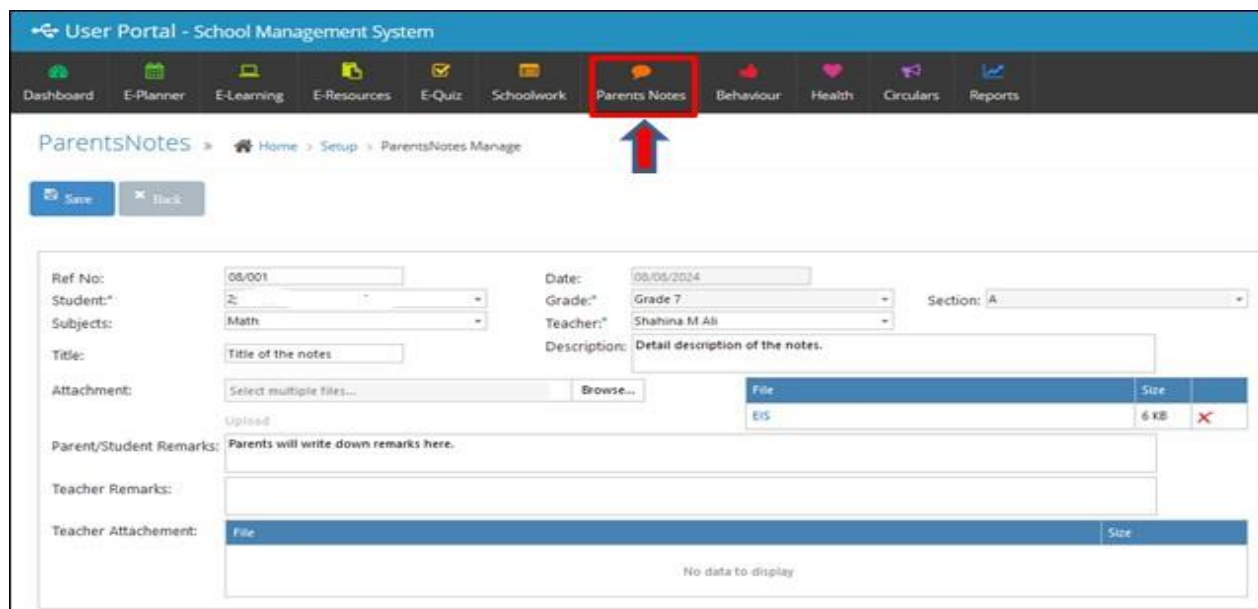


Once you click on the 'take a quiz' button, a message will pop up notifying you that the countdown will start. Click 'OK' once you are ready to start. Keep in mind that you need to finish all the questions before the time elapses.



Step 3: Click on 'Finish' once you are done.

Parents Notes



Parent can create notes by pressing

Add New

Ref No.: Parents manually enter a reference number.

Date: System automatically selects the current date.

Student: Parents choose the student from a drop-down menu.

Grade / Section: Grade and section are selected automatically based on the student.

Subject: Parents select the subject, which auto-populates the relevant teacher in the drop-down menu.

Title: Parents enter a title for the note.

Description: Parents provide a detailed description in the designated

box. **Attachment:** Parents can attach multiple files as references for the

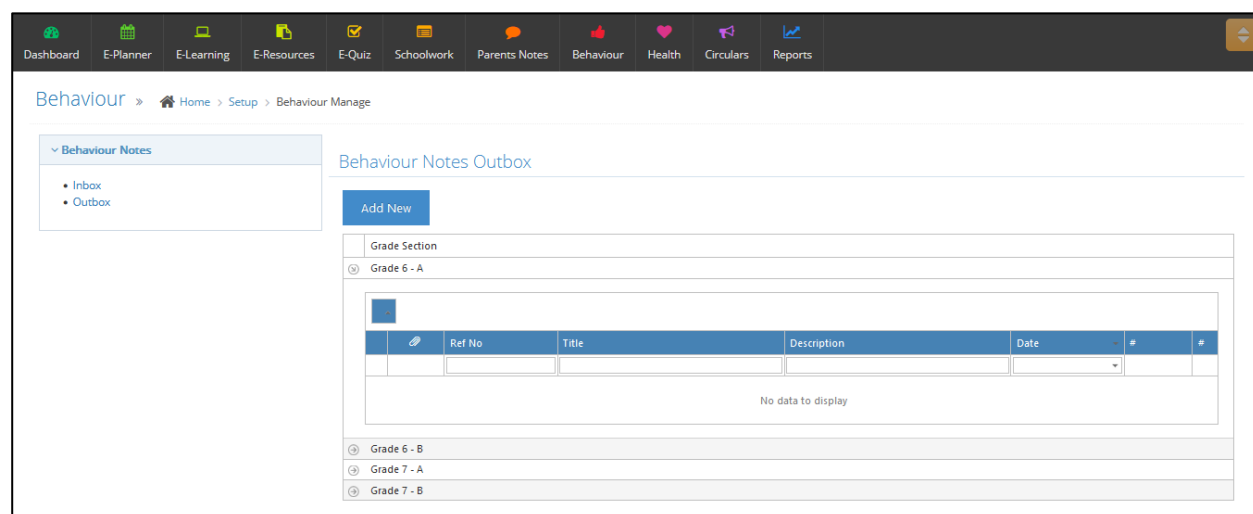
teacher. **Parents/Student's Remarks:** Parents add any remarks for the

teacher.

Save: Clicking the save button will send the notes to the relevant teacher for a response.

Once all the necessary information is filled up in Parents Notes, it will be sent to the relevant teacher to reply to that parents' note. Parents can edit or delete the note before getting a reply from the teacher. Once the teacher replies, notes cannot be changed or deleted.

Behavior Notes



Behaviour » Home » Setup » Behaviour Manage

Save Back

Ref No: 0002 Date: 10/08/2024
 Grade*: Grade 7 Section: A Subjects*: Math
 Student*: 2; Abdulaziz Abdulla AA Basahl
 Title: Title of the Behaviour Description: Description of Behaviour.
 Attachment: Select multiple files... Browse...
 Upload
 Parent/Student Remarks:
 Teacher Remarks: Teacher remarks for Behaviour.
 Teacher Attachment:
 File Size
 No data to display

Parent/Teacher both can create behavior notes by pressing

Add New

Ref No.: Parents/teacher manually enter(s) a reference number.

Date: System automatically selects the current date.

Student/Teacher: Parents/teacher choose(s) the student from a drop-down menu.

Grade / Section: Grade and section are selected based on the student.

Subject: Parents/teacher select(s) the subject, which auto-populates the relevant teacher/student in the drop-down menu.

Title: Parents/teacher enter(s) a title for the note.

Description: Parents/teacher provides a detailed description in the designated box.

Attachment: Parents/teacher can attach multiple files as references.

Parents/Student's Remarks: Parents add any remarks for the teacher.

Teacher's Remarks: Teacher adds any remarks for the parents.

Save: Clicking the save button will send the note to the relevant teacher/parent for a response. Once all the necessary information is filled up in parents/teacher notes, it will be sent to the relevant teacher/parents to reply to the notes. Parents/teacher can edit or delete the notes before getting a reply from the teacher/parents. Once teacher/parents reply, the note cannot be changed or deleted.

Once a behavior note is submitted by the teacher, it will be sent to parents to reply. Parents



can press button to submit a reply.

Behaviour » Home » Setup » Behaviour Manage

Behaviour Notes

- Inbox
- Outbox

Behaviour Notes Inbox

Grade Section

Grade 7 - A

	Ref No	Title	Description	Date	Submit	
Math	0002	Title of the Behaviour	Description of Behaviour.	10/08/2024		

Submit Answer
✕

Parent/Student Remarks:

Parents reply for remarks.

Teacher Remarks:

Teacher remarks for Behaviour.

Attachment:

Select multiple files...
Browse...

Upload

File	Size	
No data to display		

Submit

Close

Parents Remarks: Parents will write down their remarks after reviewing teacher's remarks.

Attachment: Parents can attach multiple files as references for the teacher

Submit: Clicking the submit button will send the parents' reply to the teacher.

Once parents submit the reply, it cannot be edited and submitted button will appear



Health Notes



Health > Home > Setup > Health Manage

	Ref No	Title	Description	Date	Submit	#
1	0003	Health Notes Title	Detail description of health notes.....	10/08/2024		

Once parents login to portal, they can reply to nurse notes by pressing



Submit Answer ✕

Parent/Student Remarks:

Nurse Remarks:

Attachment:

Upload

File	Size	
EIS	6 KB	✕

Parents then see a small window to reply to nurse notes.

Parents Remarks: Parents will write down their remarks after reviewing nurse's remarks.

Attachment: Parents can attach multiple files as references for the nurse.

Submit: Clicking the submit button will send the parents remarks to the nurse.



Once parents submit the reply, it cannot be edit and submitted button will appear

Health » Home » Setup » Health Manage							
Grade Section							
Grade 7 - A							
	Ref No	Title	Description	Date	Submit		
1	0003	Health Notes Title	Detail description of health notes.....	10/08/2024			

Reports:

Clicking on the 'Reports' tab, a student can have a detailed report of all the schoolwork and quizzes that he or she has either submitted or not. It also reveals the date of tasks submission as well as the grade earned (when applicable). All the student needs to do is to select the subject, work type, and the date to be able to get a detailed report.

Mobile Application Guidelines

Elite International School mobile application is available on both Android and IOS systems, and all parents are requested to install the application (links are given below) to enhance communication

between the school and parents. The credentials for the mobile app are the same as for the web portal.

IOS link

<https://apps.apple.com/app/id1529170940>

Android link

<https://play.google.com/store/apps/details?id=com.eis.app>

Mobile application user manual video links are given below:

English

<https://drive.google.com/file/d/10SD2VZJGlfsx8qo7QZcDoVVAduDSouf8/view?usp=sharing>

Arabic

<https://drive.google.com/file/d/1Zwp2wMiLPuIzjkrxno-lXga2ALnS3aWs/view?usp=sharing>

School-Home Communication

We trust that parents have a fundamental role to play in addressing children's developmental, physical, social, emotional and intellectual needs. We also believe that by working in partnership, we can successfully enrich your child's journey. Hence, daily communication between parents and staff is a very important part of our program.

- Please check your child's planner/e-planner every day for homework assignments or any messages / announcements from the school. The same will be also available on the school portal.
- Please ensure all homework assignments are completed and if your child has any difficulty in finishing any homework assignment, please write a short note to the teacher explaining the problem.
- Parents are required to **sign Preschool to Grade 3 students' planner daily** to indicate that the homework was noted and done and the information in the planner has been read and taken into consideration and/or action has been taken.
- The planner and all the books, needed for the next day's lessons to be placed in the school bag, to carry to school.
- Parents should use parent's column in the planner/notes in the e-planner to forward messages to the school.

- Teachers will check all planners/e-planners on a daily basis to make certain that all parents' notes are replied to.
- Parents are requested to collect Students' Assessment reports from the office at the end of each semester.
- Student's planner cannot be replaced by notebook or any other diaries. Parents must buy a new student's planner for Preschool to Grade 3 from the school if it is lost or used completely.

Planners will be used by Preschool to Grade 3 students only.
E-planners will be used by all students.

E-planner link is given below

<http://eis.servebbs.com/PortalLogin.aspx>

Admission and Registration Policy

1. Purpose

This policy establishes the procedures and criteria governing the admission, assessment, registration, grade placement, transfer, and re-enrollment of students at Elite International School (EIS).

It aims to ensure that all procedures are fair, transparent, consistent, appropriately documented, and aligned with the requirements of the Ministry of Education and Higher Education (MOEHE) and the school's approved policies.

2. Scope

This policy applies to:

- New applicants seeking admission to EIS.
- Students transferring from schools within or outside Qatar.
- Current students completing re-enrollment for the following academic year.
- Staff involved in admission, assessment, placement, registration, and student support.

3. Regulatory Compliance and Grade Placement

EIS follows all applicable MOEHE requirements related to admission, registration, age eligibility, grade placement, documentation, transfer, certificate authentication, and equivalency.

Students are placed according to:

- MOEHE age and grade-placement requirements.
- The last grade successfully completed.

- Previous academic records and certificates.
- The student's previous curriculum or educational system.
- Applicable certificate authentication or equivalency requirements.
- Admission assessment results, where relevant.

Students transferring from outside Qatar or from a different educational system shall follow the applicable MOEHE requirements for certificate authentication, equivalency, and grade placement.

Where MOEHE regulations or circulars are updated, the latest applicable requirements shall take precedence.

4. Admission Standards and Selection Criteria

Admission to EIS is based on:

- Compliance with MOEHE requirements.
- Availability of seats.
- Completion of the application and required documentation.
- Successful completion of the applicable admission assessment.
- Previous academic performance and educational background.
- The student's readiness for the requested grade.
- The school's ability to provide an appropriate educational program and required support.

EIS operates an open admission approach. Eligible applicants are generally offered places on a first-come, first-served basis, subject to available seats and approved school admission priorities.

Completing an application or passing an admission assessment does not automatically guarantee a seat.

5. Admission Communication and Parent Information

Following the relevant MOEHE announcement regarding registration for the following academic year, EIS informs parents through approved communication channels, including:

- Circulars.
- SMS or electronic communication.
- The school website.
- Official social media platforms.

The Student Affairs / Admissions Department provides parents with relevant information regarding:

- The school curriculum.
- Assessment and evaluation procedures.
- Academic calendar and school timings.
- Admission and registration requirements.
- School fees and payment regulations.
- School policies.
- Accreditation information, where applicable.
- MOEHE requirements related to placement or equivalency.

6. Application Procedure

Parents/guardians shall complete an Entrance Assessment Application Form and submit the required documents.

Applications may be completed at the school during the announced admission hours from 7:00 am to 12:00 noon or obtained through the school website www.eliteintschool.com.

Applications shall be processed once the required information and documentation have been received.

Documents Required for the Entrance Assessment

The following shall be submitted, as applicable:

- Completed Entrance Assessment Application Form.
- Student's birth certificate – original for verification and a copy.
- Copies of parents'/guardians' valid passports and Qatar ID cards
- Student's valid passport – original for verification and a copy.
- Students' Valid ID card.
- Vaccination record – original for verification and a copy.
- Most recent report card or academic record from the previous nursery/school.
- Completed Parents' Questionnaire.
- Signed undertaking prior to the assessment, where applicable.
- Recommendation form/report from the previous nursery/school, where applicable
- Any additional documents required by the school or MOEHE.

7. Admission Assessment

The admission assessment determines the student's academic and developmental readiness for the requested grade.

Assessments are aligned with the school's adopted curriculum standards and grade-level expectations, including Common Core and/or AERO standards, as applicable.

Preschool, Pre-Kindergarten, and Kindergarten

Assessment is age-appropriate, developmentally appropriate, and readiness-based. It may include:

- Communication and language.
- Early literacy.
- Early numeracy.
- Fine-motor skills.
- Social and emotional readiness.
- Ability to listen to and follow instructions.
- Independence and classroom readiness.
- General developmental readiness.

Assessment methods may include observation, interaction, oral responses, practical activities, and play-based tasks.

Grade 1 and Above

Students are assessed in:

English

- Reading and comprehension.
- Vocabulary and language skills.
- Writing.

Mathematics

- Numerical and computational skills.
- Mathematical concepts.
- Application and problem-solving.

Arabic

Arabic speaking students shall also be assessed, as applicable, in:

- Reading.
- Reading comprehension.
- Language proficiency.
- Writing.

Additional assessment may be conducted when necessary to determine appropriate placement or support.

8. Assessment Arrangements

Once the application has been processed, parents will be informed of the assessment date.

Where applicable, the assessment fee shall be paid according to the school's approved fee regulations and shall be non-refundable and non-transferable.

Students may be assessed individually or in small groups according to their age and grade level.

Assessments are normally conducted without parents/guardians in the assessment room to allow the academic team to evaluate the student independently.

The Social Worker and/or other relevant personnel may also meet with or observe the student when appropriate.

9. Admission Decision

Admission decisions are based on the overall review of:

- Assessment results.
- Previous academic records.
- Age and grade eligibility.
- Developmental or school readiness, where applicable.
- Required documentation.
- Availability of seats.
- Identified educational support needs.

Parents/guardians will normally be informed of the decision within three working days following completion of the assessment process.

The decision may be:

- Accepted
- Accepted with an Undertaking / Support Plan
- Further Assessment Required
- Not Admitted

Where further information is required, the school may request additional documentation, assessment, or consultation before reaching a final decision.

10. Conditional Admission and Student Support

A student who meets the general admission requirements but requires additional academic support may be accepted with an undertaking or support plan.

The plan may identify:

- Areas requiring improvement.
- Required intervention and support.
- Parent and school responsibilities.
- Follow-up arrangements.
- Progress review dates.

Where a student requires additional learning, language, social-emotional, physical, or other educational support, parents shall provide relevant reports or previous support plans.

The school may request additional professional documentation when necessary to determine appropriate educational provision.

11. Enrollment and Required Documentation

Successful applicants shall complete the enrollment process within the deadline specified by the school, normally within one week of notification of acceptance.

The following documents shall be submitted, as applicable:

- Completed Enrollment Application Form.
- Four recent passport-size photographs.
- Signed School Fees Regulations Agreement Form.
- Fee/payment clearance letter from the previous school, where applicable.
- Completed medical form.
- Health evaluation certificate and health record from the relevant health center.
- Employment letter from the parent/guardian's or sponsor's workplace, where required.
- Previous report card/certificate.
- Authenticated academic certificates for students transferring from outside Qatar, where required.
- Certificate equivalency documentation, where required by MOEHE.
- Required identification and transfer documents.

- Any additional documents requested by the school or MOEHE.

Enrollment is confirmed once the required documents have been verified, applicable fees have been paid, and all school and MOEHE requirements have been completed.

Registration and seat-reservation fees are **non-refundable and non-transferable**, subject to the school's approved fee regulations. Where applicable, the seat-reservation fee forms part of the first-semester tuition fees.

Failure to complete the enrollment requirements within the specified deadline may result in the offer being withdrawn and the seat being offered to another applicant.

12. Transfer Students

Students Transferring from Schools Within Qatar

Students transferring from another school in Qatar shall provide the required academic, transfer, identification, and relevant documents in accordance with school and MOEHE procedures.

Students Transferring from Outside Qatar

Students transferring from outside Qatar shall provide the required authenticated academic records and comply with applicable MOEHE requirements concerning certificate equivalency and grade placement. Parents/guardians are responsible for ensuring that all submitted documents are complete and authentic.

13. Re-Enrollment of Current Students

Current EIS students shall complete the re-enrollment and seat-reservation procedures within the announced period.

Re-enrollment is subject to:

- Completion of the required procedure.
- Payment of applicable approved fees.
- Settlement of outstanding financial obligations, where applicable.
- Submission or renewal of required documents.
- Compliance with school and MOEHE requirements.

Failure to complete re-enrollment within the announced deadline may result in the school being unable to guarantee the student's seat for the following academic year.

14. Withdrawal and Transfer from EIS

Parents/guardians wishing to withdraw or transfer a student shall submit the required request to the school.

Student records, certificates, and transfer documentation shall be processed in accordance with MOEHE requirements, school procedures, and applicable requirements.

15. Parent/Guardian Responsibilities

Parents/guardians are responsible for:

- Providing complete, accurate, and authentic information and documentation.
- Meeting application, registration, and payment deadlines.
- Informing the school of relevant educational or support needs.
- Keeping identification, residency, medical, and contact information updated.

- Complying with school and MOEHE registration requirements.
- Reading and acknowledging applicable school policies and agreements.

False, misleading, incomplete, or altered information may result in the application or registration being reviewed.

16. School Responsibilities

Student Affairs / Admissions Department shall manage applications, documentation, parent communication, assessment scheduling, registration, and student admission records.

Academic Team / Coordinators shall conduct or supervise assessments, review academic information, recommend appropriate placement, and identify support needs.

Social Worker / Student Support Personnel may support the assessment of student readiness, adjustment, and identified support needs.

Finance Department shall manage applicable fees, payment information, and financial clearance.

School Management shall oversee the implementation of this policy and review exceptional cases where required.

17. Confidentiality and Records

All personal, academic, assessment, medical, and registration information shall be treated confidentially and accessed only by authorized personnel for legitimate educational, administrative, safeguarding, or regulatory purposes.

Admission and registration records shall be maintained securely in accordance with school and MOEHE requirements.

18. Review of Admission Decisions and Exceptional Cases

Parents who require clarification regarding an admission decision may contact the Student Affairs / Admissions Department.

A written request for review may be submitted to School Management where appropriate. Any review remains subject to the school's admission criteria, available seats, assessment results, and applicable MOEHE requirements.

Exceptional cases shall be referred to School Management. No exception may be approved if it conflicts with mandatory MOEHE requirements.

19. Policy Review

This policy shall be reviewed periodically and whenever new directives, circulars, or requirements are issued by the Ministry of Education and Higher Education.

*Note: Early Years Children in diapers will not be admitted.

Assessment, Feedback, Reporting, and Grade Advancement Policy

EIS believes that assessment is an essential component of effective teaching and learning. Assessment is a continuous process that provides meaningful information about students' knowledge, understanding, skills, and personal development. It enables teachers to monitor progress, identify strengths and learning needs, provide timely support, and improve instructional practices.

This policy establishes a clear and consistent framework for assessment, marking, feedback, reporting, intervention, and grade advancement across all educational stages at Elite International School, from Preschool to Grade 12. It reflects the school's commitment to academic excellence, continuous improvement, equity, and student well-being, while ensuring that assessment practices are fair, transparent, reliable, and aligned with curriculum standards.

Assessment at EIS is viewed not only as a measure of learning but also as a tool to enhance learning. Teachers use a variety of assessment methods to gather evidence of student achievement, monitor progress over time, and make informed instructional decisions. Students are encouraged to become active participants in their learning by reflecting on feedback, setting goals, and taking responsibility for their own progress. Parents are recognized as important partners and are regularly informed of their children's academic and developmental progress through ongoing communication, progress reports, report cards, and Parent–Teacher Meetings.

The policy supports the implementation of the American curriculum adopted by the school, together with the Ministry of Education and Higher Education (MOEHE) curriculum for Arabic, Islamic Studies, and Qatar History. All assessments are benchmarked to the named curriculum standards set out in Section 21.5. The policy aligns with the school's strategic priorities, internal quality assurance processes, and continuous school improvement initiatives, and reflects the school's participation in internal and external assessments as described in Section 11.4.

The school's established practice emphasizes continuous assessment through classwork, homework, projects, quizzes, semester examinations, and external assessments. This document retains that approach and expands it with clear implementation, reporting, and follow-up expectations.

Purpose

The purpose of this policy is to:

- Establish a consistent, fair, and transparent assessment system across all grade levels.
- Ensure that assessment practices support high-quality teaching and meaningful student learning.
- Clearly define the assessment, marking, feedback, reporting, intervention, and promotion procedures followed by the school.
- Provide teachers with clear guidance on planning, administering, recording, and evaluating assessments.
- Help students understand learning expectations, receive constructive feedback, and take responsibility for their academic progress.
- Provide parents with clear information about how their children's learning is assessed, monitored, and communicated throughout the academic year.
- Ensure that assessment information is used effectively to identify learning gaps, plan interventions, and improve student achievement.
- Promote consistency in assessment practices across all departments and grade levels.
- Support evidence-based decision-making through the analysis of assessment data.
- Ensure compliance with school policies, curriculum expectations, and quality assurance requirements.

Scope

This policy applies to all students, teachers, coordinators, school leaders, and parents at Elite International School.

It covers all aspects of assessment, including:

- Diagnostic assessment
- Formative assessment
- Summative assessment, including mock examinations
- Internal school assessments
- External standardized assessments
- Marking and feedback
- Student progress monitoring
- Reporting to parents
- Intervention and academic support
- Promotion and grade advancement
- Assessment records and documentation
- Assessment moderation and quality assurance

The policy applies to the following stages:

- Preschool
- Pre-Kindergarten
- Kindergarten
- Elementary School (Grades 1–5)
- Middle School (Grades 6–8)
- High School (Grades 9–12)

All staff members are expected to implement this policy consistently, while parents are encouraged to actively support their children's learning by understanding assessment expectations and maintaining regular communication with the school.

Schoolwide Learner Outcomes

Elite International School adopts the following Schoolwide Learner Outcomes. Every EIS graduate is expected to be:

- A Critical and Analytical Thinker: able to evaluate information, solve complex problems, and conduct independent research.
- An Effective Communicator: able to communicate confidently — orally, in writing, and digitally — in both Arabic and English.
- A Responsible and Ethical Citizen: demonstrating integrity, civic responsibility, and respect for cultural diversity.
- A Digitally Competent Learner: able to use technology safely, creatively, and responsibly.
- A Culturally Grounded Individual: maintaining Qatari identity and Islamic values while engaging confidently with the wider world.
- A Collaborative, Self-Directed Learner: able to set goals, work independently and in teams, and take ownership of continued learning.

Coordinators and the Senior Management Team report annually to the Board of Governance on the proportion of students meeting each Schoolwide Learner Outcome, using evidence drawn from summative assessments, external benchmark results, and portfolio and project evidence.

Assessment Philosophy

At EIS, assessment is viewed as an ongoing process that supports and enhances learning rather than simply measuring achievement. Effective assessment helps teachers understand how students learn, identifies individual strengths and areas requiring support, and informs future teaching decisions. It also enables students to reflect on their learning, celebrate their progress, and develop confidence, independence, and responsibility.

Assessment is embedded within everyday teaching and learning. It is carefully planned, purposeful, and aligned with curriculum standards and learning objectives. Teachers use a balanced range of assessment methods to gather meaningful evidence of learning, while recognizing that students demonstrate understanding in different ways.

The specific aims of assessment are set out in this policy in addition to individual subject and curriculum standards, and assessment evidence is used to measure student progress toward the Schoolwide Learner Outcomes.

For students in Preschool, Pre-Kindergarten, and Kindergarten, assessment is continuous, developmentally appropriate, and embedded within everyday learning experiences, recognizing that young children learn best through play, exploration, interaction, and hands-on activity. Early Childhood assessment arrangements are set out in full in Section 13.1.

Assessment Principles

The assessment system at Elite International School is based on the following principles.

Fairness and Equity

All students are assessed using clear, consistent, and transparent criteria appropriate to their age, developmental stage, and curriculum expectations.

Continuous Assessment

Assessment is an ongoing process that takes place throughout the academic year rather than only at the end of a unit or semester.

Standards-Based Assessment

Students are assessed against clearly defined curriculum standards and learning outcomes.

Variety of Assessment Methods

Teachers use a range of assessment strategies to accommodate different learning preferences and provide multiple opportunities for students to demonstrate learning.

Timely and Constructive Feedback

Assessment is accompanied by meaningful feedback that helps students understand their strengths, areas for improvement, and next steps in learning.

Student-Centered Learning

Students are encouraged to participate actively in the assessment process through self-reflection, goal setting, and responding to feedback.

Inclusive Practices

Assessment is adapted where appropriate to meet the diverse needs of students while maintaining high expectations for learning.

Parent Partnership

Parents receive regular, accurate, and timely information about their children's progress and are encouraged to work collaboratively with the school to support learning.

Data-Informed Decision Making

Assessment data are analyzed regularly to identify trends, monitor progress, evaluate instructional effectiveness, and guide intervention and enrichment programs.

Continuous Improvement

Assessment practices are reviewed regularly to ensure they remain effective, relevant, and aligned with the school's strategic priorities and continuous improvement goals.

Alignment with Accreditation Standards

Assessment, grading, and reporting practices are reviewed on an ongoing basis to ensure continued alignment with MOEHE regulations, QNSA standards, and internationally recognized standards of quality.

Roles and Responsibilities

Effective assessment is a shared responsibility between school leaders, coordinators, teachers, students, and parents. The responsibilities set out in this section apply throughout the policy and are not repeated in later sections.

Senior Management Team

The SMT is responsible for:

- Ensuring the effective implementation of this policy across all educational stages.
- Monitoring assessment practices, school-wide assessment quality, and student achievement data.
- Ensuring consistency of assessment practice across departments and grade levels.
- Ensuring compliance with MOEHE, QNSA, and internationally recognized standards of quality.
- Reviewing and approving assessment procedures and promotion decisions.
- Evaluating the effectiveness of intervention and enrichment programs.
- Supporting continuous school improvement through data-informed decision-making.
- Ensuring appropriate professional development related to assessment practices.
- Moderating assessment papers and marking at school level, as described in Section 16.

Coordinators

Coordinators are responsible for:

- Supporting teachers in implementing this policy.
- Reviewing lesson plans to ensure assessment opportunities are planned.
- Reviewing and approving assessment papers, checking curriculum alignment and level of demand.
- Moderating assessment tasks and marking and reviewing marking consistency.
- Reviewing diagnostic, formative, summative, and external assessment data and identifying trends and common learning gaps.
- Planning intervention and enrichment programs and monitoring their implementation.
- Conducting assessment meetings with teachers.
- Monitoring assessment records and evidence.
- Reporting assessment findings to the Senior Management Team.

Teachers

Teachers are responsible for:

- Planning assessment as an integral part of teaching and learning.
- Using a balanced range of assessment methods.
- Providing timely and constructive feedback.
- Recording assessment results accurately and on time.
- Monitoring student progress and implementing intervention strategies.
- Maintaining assessment evidence.

- Communicating student progress with parents.
- Following all assessment procedures outlined in this policy.

Teacher Assistants (Early Childhood-K)

Teacher Assistants support assessment by:

- Assisting teachers with classroom observations.
- Recording observational evidence where directed.
- Supporting portfolio preparation.
- Assisting during assessment activities and supporting students during learning activities.
- Maintaining confidentiality of assessment information.

Teacher Assistants do not independently determine assessment levels or report student achievement unless authorized by the class teacher and school administration.

Students

Students are expected to:

- Participate actively in assessment activities.
- Complete assigned work independently unless collaboration is required.
- Submit work on time.
- Respond positively to feedback and correct identified errors when requested.
- Seek clarification when feedback is not understood.
- Demonstrate honesty and academic integrity.
- Take responsibility for improving their learning.

Parents

Parents are expected to:

- Encourage regular attendance.
- Monitor their child's academic progress and review assessment feedback and report cards regularly.
- Support homework and home learning.
- Attend Parent–Teacher Meetings and other scheduled meetings.
- Communicate concerns to the school promptly.
- Support intervention plans where required.
- Encourage positive attitudes toward learning.

Board of Governance

The Board of Governance is responsible for ratifying material amendments to this policy; receiving the SMT's annual report on progress toward the Schoolwide Learner Outcomes and the School Improvement/Action Plan; and providing governance oversight of the school's accreditation status with the Ministry of Education and Higher Education, QNSA, and internationally recognized standards of quality.

Assessment Calendar

The annual assessment calendar is prepared before the beginning of each academic year and is aligned with the school's approved academic calendar. It provides the operational schedule for assessment, reporting, moderation, and communication with parents. Where the calendar and Section 10 differ, the assessment framework governs.

Activity	Timeline
Beginning-of-year diagnostic assessments	First two weeks of the academic year
Continuous formative assessment	Daily and weekly
Unit and module assessments	Throughout each semester
Quizzes	Throughout each unit
Projects	As scheduled by departments
Readiness assessments (Early Childhood)	Beginning of the year and throughout the year as required
Mid-semester examinations (Grades 1–12)	Mid-semester
Mock examinations (Grades 4–12)	As scheduled in the approved examination timetable
End-of-semester examinations (Grades 4–12)	End of each semester
External assessments (MAP, TIMSS, PIRLS, SAT, ACT)	According to the approved school assessment calendar
Assessment moderation	Before and after major assessments
Progress reports (low-achieving students)	Mid-semester
Parent–Teacher Meetings	According to the school calendar
Report cards	End of each semester

All assessment dates are communicated to teachers, students, and parents in advance through the school calendar and official school communication channels.

Assessment Framework

EIS adopts a balanced and comprehensive assessment framework that supports student learning, monitors academic progress, and informs instructional planning. Assessment is integrated into daily teaching and learning and provides continuous opportunities for students to demonstrate their knowledge, skills, understanding, and personal development.

The framework combines diagnostic, formative, summative, and external standardized assessments to provide a comprehensive picture of student achievement. Assessment information is used to identify strengths, learning gaps, intervention needs, and opportunities for enrichment, while supporting continuous school improvement.

The framework is implemented consistently across all educational stages while recognizing the developmental differences between Early Childhood, Elementary, Middle School, and High School students.

Assessment Type	Purpose	Timing and Frequency	Applies To
Diagnostic Assessment	Identify students' prior knowledge, readiness, and learning needs before instruction begins.	Beginning of the academic year, and before new units where appropriate.	Preschool – Grade 12
Formative Assessment	Monitor student learning, provide ongoing feedback, and guide instruction.	Daily and weekly throughout the academic year.	Preschool – Grade 12
Summative Assessment	Evaluate students' achievement at the end of a learning period and measure attainment of curriculum standards.	Throughout the semester — at the end of each unit or module (Preschool – Grade 12); at mid-semester (Grades 1–12); and during mock examination periods and at the end of each semester (Grades 4–12).	Preschool – Grade 12
Developmentally Appropriate Assessment Tasks	Measure children's understanding through practical activities, oral responses, classroom tasks, and short performance-based assessments appropriate to their developmental level.	Throughout each assessment cycle.	Preschool – Pre-Kindergarten
Readiness Assessment	Assess developmental and academic readiness and identify children requiring additional support.	Beginning of the academic year and throughout the year as required.	Preschool – Kindergarten
Observation-Based Assessment	Monitor children's developmental progress through authentic classroom experiences and daily interactions.	Continuous.	Preschool – Kindergarten
External Standardized Assessments	Measure student achievement against international benchmarks and support school improvement planning.	According to the school's annual assessment calendar.	Applicable grades (see Section 11.4)

Types of Assessment

1. Diagnostic Assessment

Diagnostic assessment is conducted at the beginning of the academic year and, where appropriate, before introducing new units of learning. Its purpose is to determine students' prior knowledge, identify strengths and learning gaps, and support effective instructional planning.

Diagnostic assessment enables teachers to:

- determine students' readiness levels;

- identify students requiring intervention or enrichment;
- establish baseline data for measuring progress;
- support curriculum planning;
- inform differentiation strategies.

Examples include:

- placement assessments;
- readiness assessments;
- screening activities;
- interviews and discussions;
- writing samples;
- mathematical tasks;
- reading assessments;
- classroom observation (Early Childhood).

Coordinators review diagnostic results, identify common learning gaps, and support intervention planning in accordance with Section 8.2.

2. Formative Assessment

Formative assessment is an ongoing process that takes place throughout daily teaching and learning. It is designed to monitor student understanding, provide immediate feedback, and guide instructional decisions.

Teachers use formative assessment to:

- monitor progress;
- identify misconceptions;
- adjust instruction;
- support student learning;
- improve achievement before summative assessment.

Formative assessment takes place through the assessment methods described in Section 12, together with questioning, classroom discussion, exit tickets, observation, peer and self-assessment, learning journals, and learning centers (Early Childhood). Formative assessment is not limited to written work and should occur naturally during every lesson.

3. Summative Assessment

Summative assessment evaluates students' achievement after a period of learning and measures the extent to which curriculum standards and learning objectives have been achieved.

Summative assessments may include:

- end-of-unit and end-of-module assessments;
- projects, presentations, investigations, and research assignments;
- practical assessments and extended writing tasks;
- mid-semester examinations (Grades 1–12);
- mock examinations (Grades 4–12);
- end-of-semester examinations (Grades 4–12);
- developmentally appropriate assessment tasks (Early Childhood).

Teachers should ensure that summative assessments:

- align with curriculum standards;
- reflect taught content;
- include a variety of question types;
- assess higher-order thinking skills where appropriate;
- follow the same assessment objectives and weightings as the corresponding international examinations;
- provide opportunities for students to demonstrate understanding through different formats.

4. External Standardized Assessments

Elite International School participates in internationally recognized external assessments to evaluate student performance against international benchmarks and to support continuous school improvement. These assessments are:

- MAP Growth;
- TIMSS and PIRLS;
- SAT and ACT (High School college-readiness testing);
- any additional external assessments required by the MOEHE or adopted by the school.

The results are used to monitor student achievement, compare school performance with international norms, identify strengths and areas for improvement, guide curriculum review, support intervention and enrichment programs, and inform school improvement planning.

External assessment results complement, but do not replace, classroom assessment and teacher professional judgment.

Assessment Methods

Teachers are expected to use a balanced range of assessment methods that provide students with multiple opportunities to demonstrate learning. Assessment methods should be age-appropriate, aligned with curriculum standards, and responsive to students' individual learning needs. Depending on how the evidence is used, the methods below may serve either a formative or a summative purpose.

1. Classwork

Classwork refers to learning activities completed during instructional time under teacher guidance. It may include written activities, problem-solving tasks, reading responses, laboratory activities, classroom discussions, oral presentations, practical investigations, collaborative learning, independent practice, creative tasks, and learning center tasks (Early Childhood).

Teachers should assess classwork regularly to monitor understanding and participation, considering accuracy, understanding, participation, application of knowledge, effort, and completion of assigned tasks.

2. Homework

Homework reinforces classroom learning and encourages students to develop independence, responsibility, and effective study habits.

Homework should:

- reinforce learning objectives;
- be purposeful and age-appropriate;
- support independent learning;
- not introduce entirely new concepts without prior instruction.

Homework may include reading, writing, mathematics practice, research, revision, project preparation, and family learning activities (Early Childhood). Teachers should provide clear instructions and reasonable completion timelines.

Homework is evaluated based on completion, accuracy, effort, presentation, and punctual submission. Late or incomplete homework should be followed up according to school procedures, and parents may be informed when concerns become recurring.

3. Projects

Projects allow students to demonstrate learning through extended tasks requiring inquiry, creativity, critical thinking, collaboration, and communication. Projects may be completed individually or collaboratively, depending on the learning objectives.

Assessment criteria should be shared with students before the project begins and may include:

- understanding of content;
- application of knowledge;
- creativity;
- research skills;
- organization and presentation;
- communication;
- teamwork, where applicable;
- meeting project requirements.

Teachers should use clearly defined rubrics to ensure consistency and transparency in project assessment.

4. Quizzes

Quizzes provide regular opportunities to monitor understanding of recently taught concepts. They may include multiple-choice, matching, true/false, short-answer, structured-response, problem-solving, and critical-thinking questions.

Teachers should:

- inform students in advance of scheduled quizzes whenever possible;
- ensure quizzes align with taught content;
- provide timely feedback;
- analyze results to identify learning gaps requiring further instruction.

5. Practical and Oral Assessments

Where appropriate, students may demonstrate learning through oral presentations, debates, speeches, experiments, practical investigations, performances, demonstrations, role-play, interviews, language conversations, computer skills tests, and STEM and design challenges. These assessments should be evaluated using appropriate assessment criteria or rubrics.

6. Mid-Semester, Mock, and End-of-Semester Examinations

Students in Grades 1 through Grade 12 complete mid-semester examinations. Students in Grades 4–12 additionally complete mock examinations and end-of-semester examinations, in accordance with the approved assessment calendar and school examination procedures.

These examinations are designed to:

- evaluate cumulative learning;
- measure achievement of curriculum standards;

- contribute to semester reporting;
- support promotion decisions.

Examinations should:

- follow the approved examination schedule;
- be prepared according to curriculum standards;
- include a balanced range of question types and cognitive demand;
- follow the same standards as the corresponding international examinations;
- be moderated by coordinators before administration.

Students absent from an examination for an approved reason, such as illness supported by appropriate documentation or other exceptional circumstances accepted by the school, may be eligible to complete a make-up examination in accordance with Section 18.

Assessment Across Educational Stages

1. Early Childhood and Kindergarten

Assessment in Early Childhood is continuous, balanced, standards-aligned, and developmentally appropriate. It is integrated into everyday teaching and learning and supports each child's academic, cognitive, language, social, emotional, and physical development, while promoting school readiness and successful transition to the next stage of learning.

Early Childhood assessment includes diagnostic and readiness assessments, formative assessment, classroom observation, portfolios, work samples, play-based and hands-on learning experiences, and developmentally appropriate assessment tasks. Preschool to kindergarten students also complete developmentally appropriate summative assessments at the end of each unit or module, as set out in Table 10.1. Children in Early Childhood do not sit mid-semester, mock, or end-of-semester examinations.

Teachers use multiple sources of evidence collected over time to determine each child's achievement and developmental progress. No single assessment or task is used independently to determine a child's overall achievement or readiness.

Assessment information is used to guide instruction, monitor progress, identify strengths and learning needs, plan differentiation, intervention, or enrichment, support school readiness and transition, and communicate progress effectively with parents.

All Early Childhood assessments are designed to reflect the age, developmental stage, individual needs, curriculum standards, and learning objectives of young learners.

2. Grades 1–5

Assessment combines formative and summative methods, including classwork, homework, projects, quizzes, practical tasks, mid-semester examinations, and, from Grade 4 onward, mock and end-of-semester examinations. Students begin developing greater independence and responsibility for their learning.

3. Middle School (Grades 6–8)

Assessment emphasizes higher-order thinking, analytical skills, application of knowledge, research, collaboration, and preparation for secondary education. Students participate in classroom assessments, projects, practical work, mid-semester, mock, and end-of-semester examinations, and applicable external assessments.

4. High School (Grades 9–12)

Assessment prepares students for higher academic expectations through rigorous standards-based assessment. Students complete research tasks, presentations, projects, practical investigations, examinations, mock

examinations, and external assessments where applicable, including SAT and ACT college-readiness testing. Assessment emphasizes critical thinking, independent learning, problem-solving, and effective communication.

Progress toward graduation is tracked through the credit system described in Section 21.4, with Grade 12 requiring completion of all graduation credit requirements prior to certification.

The SAT is mandatory for all Grade 11 and Grade 12 students, as it is required by the MOEHE to complete the equivalency process between the high school diploma and the national qualification (Thanaweya).

Advanced Placement (AP) examinations are optional and are recommended by teachers for high-achieving students.

Marking and Feedback

1. Purpose

The purpose of this section is to ensure that all assessments are marked fairly, consistently, accurately, and within agreed timelines. Effective feedback helps students understand their strengths, identify areas requiring improvement, and take ownership of their learning.

Marking is not simply the allocation of grades. It is an integral part of the teaching and learning process that informs future instruction, supports student progress, and promotes continuous improvement.

2. Principles of Effective Marking

At EIS, marking should be:

- aligned with curriculum standards and learning objectives;
- consistent across classes and grade levels;
- fair, objective, and transparent;
- constructive and supportive;
- timely and meaningful;
- age-appropriate;
- used to improve learning rather than simply to evaluate performance.

3. Feedback Principles

Feedback should identify strengths, explain areas requiring improvement, provide clear next steps for learning, encourage reflection and self-improvement, and motivate students to achieve higher standards. Feedback should focus on learning rather than simply correcting mistakes.

4. Types of Feedback

Teachers should use a variety of feedback methods depending on students' age and the nature of the assessment. Feedback may include:

- verbal feedback during lessons;
- written comments;
- one-to-one conferences;
- whole-class feedback;
- self-assessment;
- digital feedback through approved learning platforms;
- demonstration and modeling of successful work.

For Early Childhood students, feedback should be immediate, positive, age-appropriate, and communicated through discussion, encouragement, demonstration, and guidance during learning activities.

5. Marking Expectations

Teachers are expected to:

- mark assessment tasks regularly;
- ensure marking is accurate and consistent, following a detailed answer key;
- use approved rubrics where applicable;
- record assessment results promptly on the record sheet and the EIS portal system;
- provide positive, constructive, and meaningful feedback (What Went Well / EBI);
- identify students requiring intervention or enrichment;
- maintain confidentiality of assessment results;
- keep sample assessment papers (LA, MA, HA) and students' portfolios.

Assessments should be marked using clearly defined success criteria shared with students in advance whenever appropriate.

6. Marking Timeframe

Assessment Type	Marking Timeframe
Classwork	Within 2 school days
Homework	Within 2 school days
Quizzes	Within 3 school days
Projects	Within 4 school days
Practical assessments	Within 4 school days
Mid-semester and mock examinations	Within 3 school days
End-of-semester examinations	Within 3 school days, or before report card preparation

7. Marking and Moderating Examination Papers

The following procedures apply to mid-semester, mock, and end-of-semester examination scripts.

1. Collection and handling of examination scripts

- All examination papers must be collected by the coordinators.
- Coordinators must count the scripts upon receiving them and again when returning them to the SMT office.

2. Marking guidelines

- Coordinators must discuss the answer key with their teams to ensure fairness and consistency in marking.
- First marking: red pen.
- Second marking: purple or violet pen.
- Moderation by SMT: black pen.

3. Allocation and tracking

- Coordinators are responsible for assigning specific papers or questions to each staff member for first and second marking.

- A detailed record of these allocations must be maintained for future reference as part of the quality assurance system.

4. Marking room rules

- Examination papers must not be taken outside the marking rooms (designated/ESL halls) under any circumstances.
- No food or drinks are allowed inside the marking room.

5. Data entry process

- Two staff members must be involved in entering marks: one staff member reads out the marks, and the subject teacher enters the marks into the system.

6. Daily submission

- All examination papers must be returned to the SMT office at the end of each day.
- Coordinators must sign the tracking form upon submission.

Grade Appeal Procedure

A student or parent who believes an assessment or report card grade has been recorded or calculated incorrectly may request a review within five school days of the grade being issued, following this process:

- Step 1: The parent or student raises the concern directly with the subject teacher, who reviews the marking against the published rubric or success criteria.
- Step 2: If unresolved, the concern is referred in writing to the relevant Coordinator, who reviews the assessment paper, rubric, and marking against moderation records.
- Step 3: If still unresolved, the Coordinator refers the matter to the Senior Management Team, whose decision is final and is documented in the student's assessment record.

All grade appeals and outcomes are logged for use in future moderation and professional development planning.

Confidentiality and Retention of Assessment Records

Assessment results and records are confidential and are accessible only to the student, the student's parents or guardians, and school staff with a legitimate educational need. Assessment records, including gradebooks, marked work samples, and intervention documentation, are retained for a minimum of five years, or longer where required for transcript verification, and are stored securely within the school's learning management system and administrative files in line with the school's data protection practices.

Assessment Recording and Evidence

Teachers are responsible for maintaining accurate assessment records throughout the academic year. Records must be updated regularly and submitted according to school deadlines.

Assessment records should include:

- diagnostic assessment results;
- formative assessment records;
- summative assessment results, including mid-semester, mock, and end-of-semester examination scores;
- project, homework, and quiz results;
- intervention records;
- student portfolios (Early Childhood);
- assessment comments where appropriate.

Teachers should also maintain assessment evidence appropriate to the grade level, including:

- marked student work and assessment papers;
- rubrics, including presentation and practical assessment rubrics;

- observation records;
- digital assessment reports;
- intervention documentation.

Assessment evidence should be available during lesson observations, coordinator reviews, Ministry inspections, QNSA visits, and external accreditation self-study and visiting-team reviews.

Assessment Moderation

Assessment moderation ensures fairness, consistency, and reliability across all classes and grade levels. Moderation responsibilities are set out in Sections 8.1 and 8.2.

Moderation should be conducted:

- before assessments are administered, where appropriate;
- after marking;
- before report cards are finalized.

Moderation activities may include review of assessment papers and marking schemes, sample marking, cross-marking, coordinator verification, and department moderation meetings.

Assessment Data Review Cycle

To ensure assessment data are systematically used for continuous improvement, the following review cycle applies:

- Weekly: Teachers meet to reflect on instruction and student performance, informed by classroom formative assessment data.
- Monthly: Data related to learning objectives, skills, and standards are collected, charted, and analyzed by departments across subjects and grade levels.
- Termly: Coordinators and the SMT review summative and external assessment data, including progress toward the Schoolwide Learner Outcomes, and update intervention and enrichment planning accordingly.
- Annually: The SMT reports on school-wide assessment outcomes, including progress against the Schoolwide Learner Outcomes and the School Action Plan, to the Board of Governance, forming part of the evidence base for QNSA and international accreditation review.

Academic Integrity

Elite International School promotes honesty, responsibility, and ethical behavior in all assessment activities. Students are expected to complete all assessments honestly.

Academic misconduct includes:

- copying another student's work;
- plagiarism;
- cheating during assessments;
- unauthorized use of digital resources;
- submitting work completed by another person;
- inappropriate use of Artificial Intelligence (AI) where teacher authorization has not been provided.

Where academic misconduct is identified, teachers will investigate the incident, submit an incident report to the coordinator, communicate with parents when appropriate, and apply school procedures in accordance with the Student Behavior Policy, with documented notification and an opportunity for the student and parents to respond or appeal the finding, consistent with the Grade Appeal Procedure in Section 14.8.

Late, Missed, and Make-up Assessments

Students are expected to complete all scheduled assessments.

Where a student is absent due to illness or another approved reason, the parent should notify the school and provide appropriate documentation where required. Students may then be permitted to complete a make-up assessment in accordance with school procedures.

Students who miss assessments without a valid reason may receive no credit for the missed assessment unless otherwise approved by the school administration.

For extended absences, the school will work collaboratively with parents to develop an appropriate assessment plan.

Parent Communication and Reporting

EIS recognizes parents as essential partners in the educational process. Effective communication between the school and families supports student achievement, well-being, and continuous development. Parents receive regular information regarding their child's academic progress, behavior, attendance, and development.

Methods of Communication

- Parent–Teacher Meetings
- Semester report cards
- Progress reports for low-achieving students
- School portal and mobile application
- Email communication
- Telephone calls
- Student portfolios (Early Childhood)
- Meetings with coordinators or school leaders where required
- Workshops and information sessions for parents

Reporting Student Progress

Student progress is reported through:

- ongoing teacher feedback;
- classroom assessment results;
- progress reports for low-achieving students, issued mid-semester;
- semester report cards, issued twice per year at the end of each semester;
- external assessment reports, where applicable;
- portfolio reviews (Early Childhood).

Teachers should ensure that reporting is accurate, constructive, and reflects students' overall achievement and progress.

Intervention and Follow-up Procedures

Assessment information should be used to improve student learning through timely intervention and support. When a student experiences learning difficulties, the following process is followed:

- Step 1: The teacher identifies the concern through assessment.
- Step 2: The teacher analyzes assessment evidence.
- Step 3: The coordinator reviews assessment data.
- Step 4: A parent meeting is arranged where required.

- Step 5: An intervention plan is implemented.
- Step 6: Student progress is monitored against the targets identified in the intervention plan.
- Step 7: The intervention is reviewed and adjusted where necessary.

Intervention may include:

- differentiated instruction;
- enrichment activities;
- small-group teaching;
- individual support;
- learning support referrals;
- Individualized Learning Plans (ILPs);
- home learning activities;
- ESL support;
- after-school support;
- peer support (community service provided by senior students).

Promotion and Grade Advancement

Promotion decisions are based on continuous assessment evidence, student achievement, and professional judgment. This section incorporates, in full, the school's Grade Advancement Policy so that promotion and credit criteria are self-contained, version-controlled, and verifiable within this document for accreditation review. Promotion procedures differ according to the educational stage to ensure that decisions are developmentally appropriate and aligned with curriculum expectations.

Early Childhood

Students in the Early Childhood stage are socially promoted to the subsequent grade to support their developmental, emotional, and social growth, in accordance with age, developmental progression, school requirements, and applicable MOEHE placement requirements.

Students identified as requiring additional academic or developmental support receive targeted interventions, including differentiated instruction, Individualized Learning Plans (ILPs), small-group support, and regular progress monitoring.

Promotion decisions are based on the child's overall developmental readiness and continuous assessment evidence, together with professional judgment, rather than on a single assessment or test.

Elementary School

Students in Grades 1–5 must achieve an overall academic average of at least 60%, in accordance with the grading scale in Section 21.5, across all subjects to be promoted to the next grade level.

Middle School

Students in Grades 6–8 must achieve an overall average of at least 60%, including a final grade of at least 60% in each of the four core subjects: Mathematics, English, Science, and Arabic.

Students whose grade in one or more core subjects falls below 60% at the end of Semester 2 sit a make-up examination in each of those subjects within one week of the original examination. The make-up result replaces the original examination result in the calculation of the final subject grade. Make-up results are identified as such in the student's assessment record.

End-of-Semester 2 report cards are issued to all students at the same time, following the make-up examination period, and record final subject grades.

Students whose final grade remains below 60% in all four core subjects will be retained in their current grade level.

Students whose final grade remains below 60% in one, two, or three core subjects may be granted conditional promotion at the discretion of the Coordinator and the SMT — progressing to the next grade while continuing intervention and any remaining requirements.

High School

Students must score at least 60% in each subject to earn credit for that subject, in accordance with the grading scale in Section 21.5. Failure in a core subject requires the student to repeat that subject in the following academic year.

Grade placement (classification) is determined by cumulative credits earned, as follows:

Grade Placement	Cumulative Credits Required
Freshman (Grade 9)	1–4 credits
Sophomore (Grade 10)	5–11 credits
Junior (Grade 11)	12–18 credits
Senior (Grade 12)	19–26 credits

A student who does not meet the credit requirement for a grade placement remains at that grade placement until the necessary credits are earned. Completion of all Grade 12 graduation credit requirements, as defined in the Approved Education Plan, is required for the award of the high school certificate or diploma.

Grading Scale and Standards-Based Reporting

The following school-wide percentage grading scale applies from Grade 1 onward. It is used consistently by all teachers of the same course, in conjunction with school-wide analytic rubrics, and forms the basis for promotion and credit decisions.

Percentage Range	Letter Grade	Proficiency Descriptor	Result
90–100	A	Exceeding the Standard	Credit / promotion earned
80–89	B	Meeting the Standard with Distinction	Credit / promotion earned
70–79	C	Meeting the Standard	Credit / promotion earned
60–69	D	Approaching the Standard	Credit / promotion earned (minimum passing)
Below 60	F	Below the Standard	No credit; see Section 20

Curriculum Standards Alignment

Consistent with the Approved Education Plan, grade-level and course assessments are benchmarked to the following named standards:

- Mathematics and English Language Arts — Common Core State Standards;
- Science — Next Generation Science Standards (NGSS);
- Social Studies — AERO Standards and the National Council for the Social Studies (NCSS) framework;
- ICT and Computer Science — ISTE Standards;
- Physical Education — SHAPE America standards;
- World Languages (Arabic for non-Arabic speakers and French) — World Languages Standards;

- Arabic Language, Islamic Education, and Qatar History — MOEHE-approved standards and textbooks.

Weightage

Evaluation System for the Academic Year 2026-2027 Preschool				
Performance Key Level	4	3	2	1
English	Exceeding Expectations	Meeting Expectations	Developing Toward Expectations	Beginning to Develop
Mathematics				
Science				
Arabic				
Qatar History/Social Studies				
Islamic Studies				
Art, Music and Physical Education				
Social-Emotional Development				
Fine Motor Skills Development				
Gross Motor Skills Development				
Academic Development Skills				
Learning Behaviors and Work Habits				

Evaluation System for the Academic Year 2026-2027 Pre-K and K				
Performance Key Level	4	3	2	1
English	Exceeding Expectations	Meeting Expectations	Developing Toward Expectations	Beginning to Develop
Mathematics				
Science				
Arabic				
Qatar History/Social Studies				
French				
Islamic Studies				
Fine Arts				
Social-Emotional Development				
Academic Development Skills				
Physical Education				
Learning Behaviors and Work Habits				

Grades 1 to 3 Evaluation System for the Academic Year 2026-2027

Mathematics		
Category	Percentage	No of tabs
Quizzes	45	8
Classwork	35	5
Homework	10	5
Project	10	2

Science		
Category	Percentage	No of tabs
Quizzes	45	5
Classwork	35	4
Homework	10	4
Project	10	2



English		
Category	Percentage	No of tabs
Quizzes	45	8
Classwork	35	8
Homework	10	5
Project	10	2

Social Studies		
Category	Percentage	No of tabs
Quizzes	45	5
Classwork	35	4
Homework	10	3
Project	10	2

Arabic		
Category	Percentage	No of tabs
End-of-Semester Exam	15	1
Mid-Semester Exam	10	1
Quizzes	20	6
Classwork	35	8
Homework	10	5
Project	10	2

Qatar History		
Category	Percentage	No of tabs
End-of-Semester Exam	15	1
Mid-Semester Exam	10	1
Quizzes	20	3
Classwork	35	3
Homework	10	3
Project	10	2

Islamic Studies		
Category	Percentage	No of tabs
End-of-Semester Exam	15	1
Mid-Semester Exam	10	1
Quizzes	20	3
Classwork	35	4
Homework	10	4
Project	10	2

French		
Category	Percentage	No of tabs
Quizzes	45	5
Classwork	35	4
Homework	10	2
Project	10	2

Art		
Category	Percentage	No of tabs
Skill Application	40	4
Creativity & Expression	45	3
Project & Presentation	15	2

P.E.		
Category	Percentage	No of tabs
Motor Skills & Movement Performance	40	4
Movement & Fitness Knowledge	20	2
Social Skills through Movement	20	2
Personal Skills & Development	20	2

ICT		
Category	Percentage	No of tabs
Quizzes	35	3
Skills	35	3
Homework	15	2
Project	15	2

Grades 4-5 Evaluation System for the Academic Year 2026-2027

Mathematics		
Category	Percentage	No of tabs
End of Semester Exam	40	1
Mid-Semester Exam	10	1
Quizzes	30	5
Homework	10	5
Project	10	2

English		
Category	Percentage	No of tabs
End of Semester Exam	40	1
Mid-Semester Exam	10	1
Quizzes	30	5
Homework	10	5
Project	10	2

Arabic		
Category	Percentage	No of tabs
End of Semester Exam	40	1
Mid-Term Test	10	1
Quizzes	20	5
Oral: *Reading *Poem Recitation *Vocabulary	10	3
Homework	10	5
Project	10	2

Islamic Studies		
Category	Percentage	No of tabs
End of Semester Exam	40	1
Mid-Term Test	10	1
Quizzes	30	4
Homework	10	4
Project	10	2

ICT		
Category	Percentage	No of tabs
Quizzes	35	3
Skills	35	4
Homework	15	3
Project	15	2

Art		
Category	Percentage	No of tabs
Skill Application	40	4
Creativity & Expression	45	3
Project & Presentation	15	2

Science		
Category	Percentage	No of tabs
End of Semester Exam	40	1
Mid-Semester Exam	10	1
Quizzes	30	4
Homework	10	4
Project	10	2

Social Studies		
Category	Percentage	No of tabs
End of Semester Exam	40	1
Mid-Semester Exam	10	1
Quizzes	30	4
Homework	10	4
Project	10	2

Qatar History		
Category	Percentage	No of tabs
End of Semester Exam	40	1
Mid-Semester Exam	10	1
Quizzes	30	4
Homework	10	3
Project	10	2

French		
Category	Percentage	No of tabs
End of Semester Exam	40	1
Mid-Semester Exam	10	1
Quizzes	30	4
Homework	10	3
Project	10	2

P.E.		
Category	Percentage	No of tabs
Motor Skills & Movement Performance	40	4
Movement & Fitness Knowledge	20	2
Social Skills through Movement	20	2
Personal Skills & Development	20	2

Grades 6-8 Evaluation System for the Academic Year 2026-2027

Mathematics		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	6
Project	10	2

Science		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	6
Project	10	2

English		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	6
Project	10	2

Social Studies		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	6
Project	10	2

Arabic		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	10	1
Quizzes	15	5
Oral: *Reading *Poem Recitation *Vocabulary	10	3
Homework	10	6
Project	10	2

ICT		
Category	Percentage	No. of tabs
Quizzes	30	3
Skills	30	4
Homework	10	2
Project	10	2
Practical Test	20	1

Islamic Studies		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	10	1
Quizzes	25	4
Homework	10	4
Project	10	2

Qatar History		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	10	1
Quizzes	25	4
Homework	10	3
Project	10	2

Grade 9 Evaluation System for the Academic Year 2026-2027

Mathematics		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	6
Project	10	2

Science		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	6
Project	10	2

English		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	4
Project	10	2

Social Studies		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	4
Project	10	2

Arabic		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	10	6
Oral Skills	10	3
Homework	10	6
Project	10	2

French (Elective)		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	10	1
Quizzes	15	4
Oral Skills	10	3
Homework	10	4
Project	10	2

Islamic Studies		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	4
Homework	10	4
Project	10	2

Qatar History		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	4
Homework	10	4
Project	10	2

Computer Science (Elective)		
Category	Percentage	No. of tabs
Quizzes	30	3
Skills	30	4
Homework	10	2
Project	10	2
Practical Test	20	1

ART		
Category	Percentage	No. of tabs
Creativity and originality	25	2
Use of materials and tools	20	2
Composition & Visual Organization	20	2
Craftsmanship / Technical Skill	15	2
Neatness & Presentation	10	2
Effort, Persistence & Artistic Process	10	2

PE		
Category	Percentage	No. of tabs
Motor skills and movement competency	35	4
Movement and Fitness Knowledge	25	2
Social skills through movement.	25	2
Personal skills and development	15	2

Grade 10 Evaluation System for the Academic Year 2026-2027

Mathematics		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	6
Project	10	2

Science		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	6
Project	10	2

English		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	4
Project	10	2

Social Studies		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	4
Project	10	2

Arabic		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	10	6
Oral Skills	10	3
Homework	10	6
Project	10	2

French (Elective)		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	10	1
Quizzes	15	4
Oral Skills	10	3
Homework	10	4
Project	10	2

Islamic Studies		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	4
Homework	10	4
Project	10	2

Computer Science (Elective)		
Category	Percentage	No. of tabs
Quizzes	30	3
Skills	30	4
Homework	10	2
Project	10	2
Practical Test	20	1

ART		
Category	Percentage	No. of tabs
Creativity and originality	25	2
Use of materials and tools	20	2
Composition & Visual Organization	20	2
Craftsmanship / Technical Skill	15	2
Neatness & Presentation	10	2
Effort, Persistence & Artistic Process	10	2

PE		
Category	Percentage	No. of tabs
Motor skills and movement competency	35	4
Movement and Fitness Knowledge	25	2
Social skills through movement	25	2
Personal skills and development	15	2

Grade 11 Evaluation System for the Academic Year 2026-2027

Mathematics		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	6
Project	10	2

Science		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	6
Project	10	2

English		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	4
Project	10	2

Social Studies		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	6
Homework	10	4
Project	10	2

Arabic		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	10	6
Oral Skills	10	3
Homework	10	6
Project	10	2

French (Elective)		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	10	1
Quizzes	15	4
Oral Skills	10	3
Homework	10	4
Project	10	2

Islamic Studies		
Category	Percentage	No. of tabs
End-of-Semester Exam	45	1
Mid-Semester Exam	15	1
Quizzes	20	4
Homework	10	4
Project	10	2

Computer Science (Elective)		
Category	Percentage	No. of tabs
Quizzes	30	3
Skills	30	4
Homework	10	2
Project	10	2
Practical Test	20	1

ART		
Category	Percentage	No. of tabs
Creativity and originality	25%	2
Use of materials and tools	20%	2
Composition & Visual Organization	20%	2
Craftsmanship / Technical Skill	15%	2
Neatness & Presentation	10%	2
Effort, Persistence & Artistic Process	10%	2

PE		
Category	Percentage	No. of tabs
Motor skills and movement competency	35	4
Movement and Fitness Knowledge	25	2
Social skills through movement.	25	2
Personal skills and development	15	2

AP English Language and Composition		
Category	Percentage	No. of tabs
Unit and Semester Exam	40	1
FRQ and MCQ Quizzes	20	4
Major Writing	20	1
Portfolio and Classwork	15	4
Independent Preparation	5	1

AP Human Geography		
Category	Percentage	No. of tabs
Unit and Semester Exam	40	1
FRQ and MCQ Quizzes	25	3
Geographic Investigations and Projects	15	2
Portfolio and Classwork	15	4
Independent Preparation	5	2

AP CSP		
Category	Percentage	No. of tabs
Unit and Semester Exam	30	1
Quizzes	20	5
Project/Create performance task	30	2
Classwork CW	10	3
Homework HW	10	3

Equivalency from the Ministry of Education and Higher Education (MOEHE)

To obtain equivalency from the MOEHE at the end of Grade 12, the following requirements apply:

- Successful completion of twelve academic years to obtain the high school diploma.
- Arab students are required to study Arabic following the MOEHE curriculum and to pass in Grades 9, 10, 11, and 12 (MOEHE Circular No. 11, issued in 2021). Non-Arab students take the international curriculum following the World Languages Standards.
- Muslim students are required to study Islamic Studies following the MOEHE curriculum and to pass in Grades 9, 10, 11, and 12 (MOEHE Circular No. 11, issued in 2021).
- The total number of credits must not be less than 24.

- Students must pass the SAT with a minimum score of 800 or pass two AP courses with a minimum score of 2 in each.
- As per the Ministry's instructions, students' final averages are calculated as follows: 75% based on Grade 12 school results and 25% based on external examination results.

New Joiners

Students who join after Grade 9 must provide their complete education record from previous schools, since the cumulative GPA is calculated on the basis of the four academic years of Grades 9, 10, 11, and 12. Students must ensure that all records are accurate and attested by the concerned authorities.

Final Review and Approval

This policy shall be reviewed annually by the Senior Management Team to ensure continued alignment with the school's strategic priorities, curriculum requirements, MOEHE regulations, QNSA standards, and international recognized standards of quality. The annual review will incorporate a stakeholder consultation step — including staff feedback, the Parent Association, and student voice where appropriate — prior to final approval. Any amendments will be approved by the SMT and the Managing Director, and formally ratified by the Board of Governance before implementation

- Twenty-four hours' notice to meet the school personnel for a fair and impartial conference, unless the student's behavior is so disruptive or detrimental that he/she cannot complete the school day.

Rights of students and parents when suspension or expulsion is warranted

Any student whose behavior may warrant suspension or expulsion as well as their parents will be provided with the following:

a) Students:

- A notification of the failure to meet required school expectations.
- An opportunity to present his / her side of the story to the appropriate school personnel

b) Parents:

- A written notification of the failure to meet the required school expectations by their child.
- An opportunity to present his / her child's side of the story to the appropriate school personnel.

Note: Be informed that mobile phones are not allowed in any meeting.

Extra-curricular and Co-curricular Activities Policy

1. Purpose

EIS recognizes that extra-curricular and co-curricular activities play an important role in the holistic development of students. These activities complement academic learning and support students' personal, social, emotional, physical, creative, and leadership development.

The purpose of this policy is to establish clear expectations for the planning, implementation, supervision, monitoring, and evaluation of extra-curricular and co-curricular activities at EIS.

2. Scope

This policy applies to students from Preschool to Grade 12 and to all staff members involved in planning, organizing, supervising, or evaluating school activities.

3. Definitions

Co-curricular activities are activities connected to the curriculum that reinforce, extend, or apply classroom learning.

Extra-curricular activities provide additional opportunities for students to explore their interests, develop talents, strengthen skills, and participate in experiences beyond the formal curriculum.

4. Policy Principles

Extra-curricular and co-curricular activities at EIS shall:

- Support the school's vision, mission, core values, and learning objectives.
- Complement and extend teaching and learning.
- Promote students' holistic development and well-being.
- Develop 21st-century skills, including communication, collaboration, creativity, critical thinking, problem-solving, and leadership.
- Promote Qatar National Identity (QNI), citizenship, respect, responsibility, and cultural awareness.
- Be age-appropriate, developmentally appropriate, inclusive, and educationally meaningful.
- Provide equitable opportunities for student participation.
- Consider students' interests, abilities, talents, and individual needs.
- Promote safe, respectful, and responsible participation.

5. Program Provision

EIS provides a range of academic, creative, cultural, technological, physical, leadership, environmental, and community-based activities according to students' interests, educational needs, and school priorities.

Activities may be conducted within the school or at approved external locations.

The range of activities offered may be reviewed and updated according to the needs of students and the priorities of the school.

6. Planning and Implementation

Academic departments and relevant staff shall plan extra-curricular and co-curricular activities as part of the school's annual program.

Activity planning should identify, as appropriate:

- Objectives and expected outcomes.
- Target students.
- Time frame.
- Staff responsible.
- Required resources.
- Links to curriculum, school priorities, or national initiatives.

- Safety and supervision requirements.
- Methods of monitoring and evaluation.

Activity plans shall be reviewed and approved by the appropriate coordinator, Events Coordinator, Senior Management Team, and/or Managing Director, as applicable.

Teachers shall integrate relevant co-curricular activities into their planning where these activities support curriculum standards and learning objectives.

7. Integration with Teaching and Learning

Co-curricular activities shall provide meaningful opportunities for students to apply and extend classroom learning.

Activities should support students in:

- Applying knowledge and skills in authentic contexts.
- Developing creativity and innovation.
- Strengthening communication and collaboration.
- Developing critical thinking and problem-solving skills.
- Building confidence, independence, and responsibility.
- Developing leadership skills.
- Demonstrating and celebrating achievement.

8. Student Participation and Inclusion

EIS is committed to providing equitable opportunities for students to participate in appropriate activities. Students should be encouraged to participate according to their age, interests, abilities, talents, and individual needs.

Where required, appropriate adaptations and support shall be provided to promote meaningful participation.

Student voice and feedback may be considered when developing and evaluating activities and programs.

9. Early Childhood

For students in Preschool, Pre-Kindergarten, and Kindergarten, extra-curricular and co-curricular activities shall be age-appropriate, developmentally appropriate, engaging, safe, and suited to young children's learning needs.

Activities should emphasize play, exploration, creativity, communication, cooperation, independence, movement, and hands-on learning.

10. UNESCO, National, and Global Initiatives

EIS supports appropriate UNESCO projects and other approved national and global educational initiatives.

Activities may address themes such as sustainability, cultural awareness, peace, citizenship, environmental responsibility, and other relevant educational priorities.

Relevant initiatives shall be incorporated into school or departmental planning where appropriate and monitored by the responsible coordinator.

11. Competitions, Exhibitions, and External Participation

EIS encourages appropriate participation in school competitions, exhibitions, performances, inter-school competitions, community initiatives, and national events.

Such activities should provide students with opportunities to demonstrate their knowledge, skills, creativity, talents, leadership, and positive citizenship.

Student participation and achievement shall be recognized through appropriate school practices.

12. Safety, Supervision, and Risk Management

Student safety shall be a priority in all extra-curricular and co-curricular activities.

The school shall ensure that:

- Activities are appropriately supervised.
- Activities are suitable for students' age and developmental level.
- School safeguarding and safety procedures are followed.
- Required approvals are obtained.
- Risk assessments are completed where necessary.
- Appropriate emergency arrangements are in place.
- Appropriate supervision is maintained throughout the activity.

For off-campus activities, educational visits, external competitions, and similar activities, applicable school procedures regarding approval, transportation, supervision, attendance, emergency arrangements, health and safety, risk assessment, and parent/guardian consent shall be followed.

13. Parent Communication and Consent

Parents/guardians shall be informed about relevant activities through approved school communication channels.

Parent/guardian consent shall be obtained where required, particularly for off-campus activities, educational visits, competitions, performances, and other activities requiring specific authorization.

14. Roles and Responsibilities

Events Coordinator

The Events Coordinator is responsible for coordinating major school events and activities, supporting departmental planning, overseeing logistics and communication, monitoring implementation, and maintaining appropriate records.

Academic Coordinators

Academic Coordinators are responsible for reviewing activities within their departments, ensuring alignment with curriculum and school priorities, supporting teachers, monitoring implementation, and reviewing outcomes.

Teachers

Teachers are responsible for planning and implementing assigned activities, ensuring appropriate supervision, encouraging inclusive participation, maintaining required evidence, and evaluating the effectiveness of activities.

Senior Management Team

The Senior Management Team is responsible for overseeing implementation of this policy, ensuring alignment with school priorities and other relevant policies, reviewing major and external activities, and monitoring the overall effectiveness of the program.

15. Documentation and Evidence

Appropriate documentation shall be maintained to demonstrate the planning, implementation, participation, outcomes, and evaluation of extra-curricular and co-curricular activities.

Evidence may include activity plans, participation records, reports, samples of student work, evaluations, and other relevant documentation.

Photographs, videos, and student information shall be used or shared only in accordance with school procedures and applicable permissions.

16. Monitoring and Evaluation

Extra-curricular and co-curricular activities shall be monitored throughout the academic year to evaluate:

- Student participation and engagement.
- Achievement of intended objectives and outcomes.
- Quality of implementation.
- Contribution to teaching, learning, and student development.
- Inclusion and accessibility.
- Safety and organizational effectiveness.

Evaluation findings shall be used to improve future activities and support continuous school improvement.

Health, Safety & Security Policy

The school is committed to establishing a safe environment where children and staff members can work together confidently and securely. A committee is in place to oversee all health, safety, and security measures within the school. The committee is responsible for developing, implementing, and monitoring policies and procedures to ensure a safe and secure environment for all members of the school community.

The committee consists of:

- Managing Director
- Senior Management Team
- Nurse
- Supervisor
- Facilities Coordinator

- Student Affairs Representative

To uphold the highest standards of health, safety, and security, the committee has adopted the following measures:

- **Healthy Practices:** EIS promotes healthy nutrition by requesting parents to provide healthy meals for their children. Unhealthy items such as popcorn, chips, chewing gum, candies, and chocolate bars are prohibited.
- **No Nut Policy:** A strict no-nut policy is enforced due to the severity of nut allergies, particularly in younger children. Food sharing is prohibited to prevent allergic reactions.
- **Hygiene:** The school emphasizes bathroom cleanliness, proper handwashing techniques, and healthy behavior. All students must wear proper school uniforms; sandals and step-in footwear are not allowed to prevent injuries.
- **Prohibited Items:** Hard or pointed objects/toys, such as plastic knives or swords, are banned to avoid potential injuries.
- **Play Materials:** Only school-provided play materials are allowed, and bringing equipment from home is strictly prohibited.
- **Contagious Illnesses:** Parents must inform the school nurse immediately if a child contracts a contagious illness. Affected students will be sent home and may return only with a medical clearance certificate.
- **Medication Administration:** Medications, both prescription and over the counter, cannot be administered by the nurse without a parental consent form. Medications must be delivered by parents directly to the school nurse and administered only in the health clinic.
- **Head Lice:** If a child is found to have head lice, the school nurse will notify the parent to collect the child immediately. The child may return only after being cleared by the nurse.

School Health Services: The school is equipped with a clinic staffed by a registered nurse. All new students must submit proof of immunization as per the Ministry of Public Health's requirements. Parents must provide updated immunization records, and authorization letters are required for any immunizations conducted on school premises. The clinic's objectives include early detection of health problems, prevention of communicable diseases, provision of health education, and maintenance of a safe school environment. The school nurse is the only authorized personnel to administer medications with the appropriate documentation. In the case of school accidents, parents are contacted immediately, and if unreachable, the emergency contact is notified.

- **Preventive Measures:** The school enforces preventive measures to reduce accidents and injuries, such as ensuring laboratory safety and issuing guidelines to avoid hazards.
- **Infrastructure Safety:** Regular checks are conducted to maintain a safe infrastructure, and faulty equipment is reported and repaired promptly.
- **Electrical Safety:** All electrical equipment is tested by qualified contractors, and staff are instructed to inspect equipment before use.
- **Hand Sanitizer Use:** In an effort to keep our student body healthy, EIS has a hand sanitizer use policy in place. Most areas in EIS provide access to sinks and soap. Dispensers of non-alcohol-based hand sanitizers are mounted in classrooms and the canteen.
- **Sunscreen:** EIS allows students to carry and apply sunblock by themselves if the school has a written permission note from a parent.
- **Weather Guidelines/Recess:** As per the weather conditions, the school administration can keep the children indoors, ensuring they have access to the school canteen.

Electrical Equipment: All plugs in the school are tested by a qualified, independent contractor. All employees are required to visually inspect the equipment before use. Special attention must be paid to electrical equipment wiring in the classroom.

Fire Safety and Fire Drill Requirements: All staff are trained in fire drill procedures, including evacuation plans, and practice drills are conducted on a regular basis, following the ministry's guidelines. All staff members are given instructions to follow as part of the fire drill requirements. They are asked to create and keep a map of their classroom showing the exits. Once they hear the fire alarm sounds, they will evacuate and exit the classrooms with their students while carrying the fire safety folder that includes class rosters and count the children present. They are trained to check the door, if cool then they can proceed. Teachers require students to walk out in single file and inform them that they may need to crawl if there is smoke in the hall. Students should crawl or crouch down in a single file to avoid confusion. Teachers and students will go to the designated areas to assemble. Practice on fire drill is done as per the Ministry's directives.

Safe Laboratory Environment: Safety is the most important part of a science lesson. This includes monitoring students' behavior and taking care of laboratory materials and equipment. Students receive a safety training session at the beginning of the academic year to help them understand their role in ensuring a safer and more productive science experience. When selecting lab activities involving chemicals, teachers only use chemicals for which they have appropriate engineering controls (e.g., ventilation, eyewash station, etc.) and personal protective equipment (e.g., safety goggles, aprons, etc.). They ensure to have storage and disposal procedures in place. They are also requested to substitute a less hazardous chemical whenever possible. A hazard analysis and risk assessment are conducted, and appropriate safety actions are reviewed to determine if any planned activity is feasible or should be altered or eliminated.

Safe Arrival and Dismissal Procedures: Gates open at 6:30 am for car arrivals, with designated gates and doors for different grade levels. Gates close at 7:15 am, with late arrivals redirected to Gate 1. Different gates and areas are assigned for the dismissal of students by grade level, with staff present to oversee the process. Security personnel are assigned to organize traffic at the main gates, and parents are advised to follow designated entry and exit points, which are communicated through the school portal. Drivers should follow all traffic and safety rules within the school premises. Students should be accompanied by adults during pickup to ensure their safety. The school staff and security personnel will be present to assist and oversee the dismissal process.

Cybersecurity: The school has implemented cybersecurity policies to protect students' personal data and ensure the safe use of technology and the Internet. Necessary technologies are in place to monitor and secure online activities.

Note: For the academic year 2026-2027, the school does not offer a bus transportation system.

Medication Administration Policy

Purpose

This policy establishes clear procedures for the safe administration, storage, recording, and disposal of medication at Elite International School (EIS).

Scope

This policy applies to all students who may require prescription, over-the-counter, or emergency medication during the school day or during school organized activities and trips.

Responsibilities

The School Nurse

- The school nurse is responsible for:
- Administering medication in accordance with this policy.
- Maintaining students' medical and medication records.
- Safely storing and monitoring medication.
- Recording all medication administered.
- Reviewing medication instructions and parental consent.
- Informing parents and school management when necessary.
-

Parents/Guardians

- Parents or guardians are responsible for:
- Providing accurate and updated medical information.
- Informing the school of any allergies, medical conditions, or medication requirements.
- Completing the required parental consent form.
- Providing written medical instructions when required.
- Delivering medication directly to the school nurse.
- Ensuring medication is clearly labelled, in its original container, and within its expiry date.

Medication Administration

Prescription and over-the-counter medication shall not be administered without a completed parental consent form.

Prescription medication must also be supported by written instructions from a licensed healthcare professional. The instructions must clearly state:

- The student's full name.
- The name of the medication.
- The required dosage.
- The time and frequency of administration.
- The method of administration.
- The duration of treatment.
- Any special instructions or possible side effects.

Medication must be delivered by a parent or guardian directly to the school nurse.

Students must not bring medication to school or keep medication in their bags, lockers, or classrooms.

All medication shall be administered only by the school nurse.

Other school employees are not authorized to administer medication to students.

Medication shall normally be administered in the school health clinic, except when emergency circumstances or an approved individual healthcare plan require otherwise.

Medication Requirements

All medication must:

- Be provided in its original container.
- Have a clear and readable pharmacy or manufacturer's label.
- Show the student's name, where applicable.
- Include dosage and administration instructions.
- Have a valid expiry date.
- Be intended for the student for whom it was provided.

The school nurse may refuse to administer medication when:

- Parental consent is missing or incomplete.
- Medical instructions are unclear.
- The medication is not in its original container.
- The label is missing or unreadable.
- The medication has expired.
- The dosage on the container does not match the written instructions.
- There is any concern regarding the safety or suitability of the medication.

Checks Before Administration

Before administering medication, the school nurse or officially assigned replacement nurse must verify:

- The correct student.
- The correct medication.
- The correct dosage.
- The correct time.
- The correct method of administration.
- The validity of parental consent and medical instructions.

Students must not share medication under any circumstances.

Students with Medical Conditions and Emergency Medication

Parents must inform the school if their child has a medical condition that may require medication or urgent medical support.

Where necessary, an individual healthcare or emergency action plan shall be prepared and should include:

- The student's medical condition.

- Signs and symptoms requiring attention.
- Medication and treatment requirements.
- Steps to be followed during an emergency.
- Emergency contact details.
- Instructions from the student's healthcare professional.

Emergency medication shall be securely stored while remaining readily accessible to the school nurse or officially assigned qualified and licensed replacement nurse.

Students shall not carry or self-administer medication at school.

Medication Storage

All medication shall be stored securely in the health clinic and kept out of students' reach.

Medication requiring refrigeration shall be stored at the appropriate temperature in a secure refrigerator designated for medical use, where available.

The school nurse shall regularly check:

- Medication labels.
- Expiry dates.
- Storage conditions.
- Remaining quantities.
- The condition of medication containers.

Medication shall not be transferred from its original container into another container.

Medication Records

Every administration of medication must be recorded in the student's medication administration record.

The record shall include:

- Student's name.
- Name of the medication.
- Dosage administered.
- Date and time of administration.
- Method of administration.
- Name and signature of the nurse administering the medication.
- Any observations, reactions, refusal, or missed dose.

Parents shall be informed when:

- A student refuses medication.
- A scheduled dose is missed.
- An incorrect medication or dosage is administered.
- The student experiences an adverse reaction.
- Emergency or as-needed medication is administered.
- Further medical assessment or advice is required.

Any medication error or adverse reaction must be reported immediately to school management and the parents and documented appropriately.

Unused or Expired Medication

Parents are responsible for collecting unused, discontinued, or expired medication.

Medication shall not normally be sent home with a student.

Medication that is not collected within the specified period shall be disposed of safely in accordance with applicable health requirements, and the disposal shall be documented.

Medication During Educational and Sports Trips

Before an educational or sports trip, the school nurse shall review the medical and medication needs of participating students.

Required medication, emergency action plans, emergency contact details, and parental consent forms must accompany students who require medication.

Medication must:

- Remain in its original labelled container.
- Be stored securely.
- Be managed by the school nurse.
- Be administered only by the school nurse.
- Be recorded according to the same procedures followed at school.

When a participating student requires medication during a trip, the school nurse must accompany the trip.

Absence of the School Nurse

When the regular school nurse is absent, school management shall arrange for a **qualified and licensed replacement nurse** to provide health-clinic services.

The replacement nurse shall:

- Follow this policy and the school's established health procedures.
- Review relevant parental consent forms and medical instructions.
- Review individual healthcare and emergency action plans.
- Administer and record medication according to the same procedures followed by the regular school nurse.
- Maintain the confidentiality of students' medical information.

Only the school nurse or an officially assigned qualified and licensed replacement nurse is authorized to administer medication to students.

Confidentiality

All medication and medical information shall be treated as confidential and stored securely.

Information shall be accessible only to authorized personnel who require it to protect the health and safety of the student.

Monitoring and Review

The school nurse and school management are responsible for monitoring the implementation of this policy.

The policy shall be reviewed regularly and whenever relevant health, education, or school requirements change.

This policy shall be implemented in accordance with applicable requirements and guidance issued by the Ministry of Public Health, the Ministry of Education and Higher Education, and other relevant authorities in the State of Qatar.

First Aid Policy

Purpose

This policy establishes clear procedures for providing timely and appropriate first aid to students, employees, and visitors at Elite International School (EIS) in the event of an accident, injury, illness, or medical emergency.

The policy aims to ensure that appropriate first-aid arrangements, trained personnel, equipment, reporting procedures, and emergency responses are in place to protect the health and safety of the school community.

Scope

This policy applies to:

- All students.
- All employees.
- Visitors while on school premises.
- School activities and events.
- Educational visits and trips.
- Sports activities and events.

Responsibilities

School Nurse

The school nurse is the primary person responsible for assessing and providing first aid to students during the school day.

The school nurse shall:

- Respond to accidents, injuries, illnesses, and medical emergencies.
- Assess students and provide appropriate first aid.
- Determine whether parents or emergency medical services need to be contacted.
- Maintain appropriate first-aid records.
- Check and monitor first-aid supplies.
- Inform school management of serious incidents when required.

Trained First-Aid Employees

The school shall ensure that an appropriate number of employees hold valid first-aid training and are available during:

- Regular school hours.

- Break times.
- School activities.
- Sports events.
- Educational visits and trips.
- Other school organized events.

Where the school nurse is not immediately available, a trained first aider may provide appropriate first aid within the limits of their training while the school nurse or emergency medical services are being contacted.

Providing first aid does not authorize an employee to administer medication. Medication may be administered only in accordance with the school's Medication Administration Policy.

All Employees

All employees shall:

- Know how to contact the school nurse.
- Know the locations of first-aid boxes.
- Report accidents, injuries, illnesses, or medical concerns promptly.
- Follow school emergency procedures.
- Supervise and protect the student until appropriate medical assistance is available.
- Maintain confidentiality regarding students' health information.

First-Aid Boxes and Equipment

First-aid boxes shall be available in appropriate and accessible locations throughout the school.

They shall be checked regularly to ensure that supplies are:

- Complete.
- Clean.
- Safe for use.
- Within their expiry dates.

A list of the required contents of each first-aid box shall be maintained and updated.

Used, damaged, missing, or expired items shall be replaced promptly.

Students shall be taught to report any accident, injury, illness, or emergency immediately to the nearest employee.

A first-aid kit must be taken on every educational or sports trip outside the school premises. Its contents shall be checked before departure and after returning to school.

Responding to an Accident, Injury, or Illness

When an accident, injury, or illness occurs:

1. The student shall be supervised and reassured.
2. The school nurse shall be contacted immediately.
3. Appropriate first aid shall be provided.
4. The student shall not be moved if movement may worsen the condition, unless remaining in the location presents an immediate danger.
5. Parents or guardians shall be contacted when the injury or illness requires further attention.
6. School management shall be informed of serious incidents.
7. The incident and first aid provided shall be documented.
8. Emergency medical services shall be contacted when required.

Minor injuries shall normally be assessed and treated by the school nurse.

Parents shall be informed when necessary.

Any head injury shall be reported to the school nurse and documented. Parents shall be informed and advised monitoring the student or seek medical assessment when required.

Medical Emergencies

In a serious or potentially life-threatening emergency, 999 shall be called immediately.

Emergency medical assistance may be required when a person:

- Is unconscious or unresponsive.
- Has severe difficulty breathing.
- Experiences a serious allergic reaction.
- Has a prolonged seizure or a seizure requiring emergency assistance.
- Has a suspected serious head, neck, or spinal injury.
- Experiences severe bleeding or another condition requiring urgent medical support.

In an emergency, an employee shall:

- Contact 999 and provide clear and accurate information.
- Notify the school nurse and school management.
- Contact the student's parents or guardians.
- Follow the instructions provided by qualified emergency personnel.
- Arrange for an authorized school representative to accompany the student if the parents have not arrived.
- Ensure that relevant emergency and medical information is available to emergency personnel.
- Record the incident and actions taken.

If parents cannot be reached, the school shall continue to act in the student's best interests and follow the instructions of emergency medical personnel.

Contacting parents must not delay calling 999 or providing urgent assistance.

Infection Prevention and Control

Appropriate protective gloves and other required personal protective equipment shall be used when dealing with blood or body fluids.

The school nurse or trained employee providing first aid shall:

- Wash or sanitize hands before and after providing care.
- Wear appropriate personal protective equipment.
- Cover any cuts or broken skin.
- Avoid unnecessary direct contact with blood or body fluids.
- Dispose of contaminated materials safely in appropriate sealed waste containers.
- Ensure affected surfaces are cleaned and disinfected appropriately.
- Report any accidental exposure immediately.

Incident Reporting and Documentation

All accidents, injuries, illnesses, medical emergencies, and first-aid treatments shall be reported to the concerned administrative official and recorded in the appropriate school record.

The record should include:

- Student's name.
- Date, time, and location of the incident.
- A factual description of what occurred.

- First aid provided.
- Names of employees involved.
- Whether parents, school management, or emergency services were contacted.
- Time the student left the clinic or school, when applicable.
- Recommended follow-up action.

Serious or repeated incidents shall be reviewed by school management to identify possible risks and determine whether additional preventive measures are required.

Emergency and Medical Information

Emergency contact details, authorized collection information, medical conditions, allergies, and relevant healthcare information for students shall be maintained and regularly updated.

Parents shall be reminded periodically to update this information.

Medical information shall be accessible only to authorized employees who require it to protect the student's health and safety.

All health and incident records shall be treated as confidential and stored securely in accordance with the school's record-retention and confidentiality procedures.

Educational Visits and Sports Trips

Appropriate first-aid arrangements must be in place for all educational visits and sports trips.

Before departure:

- A suitable first-aid kit shall be prepared and checked.
- Relevant student medical and emergency information shall be available.
- Emergency contact information shall accompany the group.
- Appropriate trained personnel shall be identified.
- The school nurse shall review any known medical needs requiring specific arrangements.

Any medication required during a school trip shall be managed separately in accordance with the school's

Medication Administration Policy

Training and Awareness

The school shall provide employees with appropriate information and training regarding:

- First-aid and emergency procedures.
- Reporting accidents and medical concerns.
- Locations of first-aid boxes and emergency equipment.
- Infection prevention and control.
- Supporting students with known medical conditions.
- Contacting emergency services.
- Completing incident records.

First-aid training shall be renewed according to applicable requirements, and training records shall be maintained.

Monitoring and Review

The school nurse and school management are responsible for monitoring the implementation of this policy.

The policy shall be reviewed regularly and whenever:

- Health or education requirements are updated.
- A serious medical incident occurs.
- School procedures or facilities change.
- Monitoring identifies a need for improvement.

This policy shall be implemented in accordance with applicable requirements and guidance issued by the Ministry of Public Health, the Ministry of Education and Higher Education, and other relevant authorities in the State of Qatar.

Food Policy

Healthy Food is essential for good health throughout life. It is especially important for young children to appreciate a wide variety of healthy and nutritious foods.

We would like to ask parents to provide their children with the healthiest food possible.

- No popcorn, chips, chewing gum, candies and chocolate bars are allowed in school.
- Nuts or food with nuts are not allowed as some children may have allergy to nuts.
- Parents should inform the school administration two days in advance if they would like to celebrate their child's birthday in school. The food or cake should be nut free. The details of the food should be provided to the administration. **Siblings studying in other classes are not allowed to participate in such celebrations.**

Canteen Policy and Rules

1. Purpose

The purpose of this policy is to ensure that all food and beverages provided, stored, handled, displayed, sold, or served at EIS are safe, hygienic, nutritious, and appropriate for students and staff.

The policy aims to ensure compliance with the requirements and guidelines of the Ministry of Public Health (MOPH), the Ministry of Education and Higher Education (MOEHE), and other applicable authorities.

2. Scope

This policy applies to:

- The school canteen.
- Canteen supervisors.
- Food handlers.
- Canteen staff.

- Food suppliers and service providers.
- Any employee involved in receiving, storing, preparing, transporting, displaying, selling, or serving food on the school premises.
- Students, in relation to the canteen rules set out in Section 19.

3. General Requirements

The school canteen shall operate in accordance with applicable MOPH and MOEHE requirements. Only approved food and beverages shall be supplied, sold, or distributed through the school canteen. The canteen shall:

- Maintain high standards of food safety and hygiene.
- Provide students with safe and appropriate food choices.
- Follow all applicable requirements regarding food storage, preparation, transportation, display, and service.
- Ensure that food is obtained from approved and authorized suppliers.
- Maintain all required licenses, certificates, records, and documentation.
- Cooperate fully with inspections conducted by the relevant authorities.

4. Responsibilities of the Canteen In-Charge

The Canteen In-Charge shall be responsible for monitoring the daily operation of the canteen and ensuring compliance with food safety and hygiene requirements.

The Canteen In-Charge shall:

- Complete the daily follow-up checklist provided or required by the Ministry of Public Health.
- Ensure that the checklist is completed accurately each day.
- Obtain the required signature and school stamp from the designated school management representative, where required.
- Maintain daily temperature records.
- Check food deliveries and storage conditions.
- Monitor food handlers' personal hygiene.
- Monitor the cleanliness of the canteen and kitchen.
- Monitor expiry dates and food conditions.
- Immediately report any food-safety concern or violation to school management.
- Ensure that corrective action is taken promptly when non-compliance is identified.
- Maintain all required canteen records and make them available for inspection when requested.

5. Daily Canteen Inspection

The Canteen In-Charge shall conduct a daily inspection covering the following areas:

5.1 Refrigerators, Freezers, and Hot-Holding Equipment

- Check the temperature of the refrigerators and hot-holding equipment.
- Record temperatures in the approved temperature log.
- Ensure that refrigerators and hot-holding equipment are functioning efficiently.
- Ensure that a sufficient number of refrigerators and hot-holding units are available.
- Ensure that refrigerators are equipped with appropriate thermometers.
- Ensure that freezer temperatures are monitored where required.
- Ensure that temperature-measuring equipment is functioning correctly and calibrated where applicable.

Cold and hot food shall be maintained within the temperature limits specified by current MOPH requirements and the approved daily follow-up checklist.

Food that is received, stored, displayed, or held outside the prescribed safe temperature range shall not be served unless handled in accordance with the applicable approved food-safety procedure.

6. Food Receiving and Transportation

The Canteen In-Charge shall ensure that:

- Food transportation vehicles are clean and meet applicable health and safety standards.
- Food transportation vehicles and containers protect food from contamination.
- Food is transported under appropriate temperature conditions.
- Cold and hot food temperatures are checked, where required, using an appropriate calibrated thermometer.
- Food deliveries arrive at an appropriate time to maintain food safety and quality.
- Food items are properly and safely packaged.
- Food packaging is clean, intact, and suitable for food use.
- Delivery vehicles are free from pests, dirt, unpleasant odors, chemicals, and other potential sources of contamination.
- Food is not placed directly on the ground during delivery.
- Food delivery temperatures are recorded where required.
- Food is transferred to the appropriate storage or display area immediately after receiving it.

Food shall be checked upon delivery for:

- Expiry dates.
- Packaging conditions.
- Temperature, where applicable.
- Signs of spoilage.
- Signs of contamination.
- General quality and condition.
- Correct labeling, where applicable.

Food that is expired, spoiled, damaged, contaminated, incorrectly stored, improperly packaged, or otherwise unsafe shall be rejected and shall not be served to students or staff.

7. Food Storage

All food shall be stored safely and hygienically.

The Canteen In-Charge shall ensure that:

- Dry-food storage containers and areas are clean and meet applicable health standards.
- Food is stored in clean, food-grade containers.
- Food is appropriately covered.
- Food is properly labeled and dated where applicable.
- Food is stored off the floor.
- Food is protected from insects, pests, moisture, chemicals, dust, and other sources of contamination.
- Raw and ready-to-eat foods are appropriately separated, where applicable.
- Food is stored according to the manufacturer's instructions.
- Expired, spoiled, damaged, or contaminated food is immediately removed from usable stock.

Stock Rotation

Food stock shall be rotated using an appropriate stock-control system, such as First Expired, First Out (FEFO), to ensure that products approaching their expiry dates are used before products with later expiry dates.

Expiry dates shall be checked regularly.

8. Food Samples

Representative samples of meals shall be collected and retained when required by the applicable MOPH school-canteen procedures.

Food samples shall:

- Be collected in the required quantity.
- Be placed in clean, appropriate containers.
- Be securely closed.
- Be clearly labeled with the food/meal name, date, and time, where required.
- Be stored at the required temperature.
- Be retained for the period specified by the current MOPH requirements.

The quantity, storage temperature, and retention period shall follow the latest MOPH checklist or official requirements in force at the time.

9. Cleanliness and Hygiene of the Canteen

The canteen, kitchen, food storage areas, and surrounding areas shall be maintained in a clean and hygienic condition at all times.

The Canteen In-Charge shall ensure that:

- The canteen is clean.
- The kitchen is clean.
- Food storage areas are clean.
- The canteen is free from sources of contamination.
- The canteen and kitchen are free from pests and insects.
- Floors, walls, shelves, counters, equipment, and food-contact surfaces are maintained in a clean condition.
- Food-contact surfaces are cleaned and sanitized regularly.
- Spills are cleaned immediately.
- Cleaning schedules are followed and documented where required.
- Equipment is maintained in good working conditions.

10. Waste Management

There shall be a sufficient number of appropriate garbage/waste containers in the canteen.

Waste containers shall:

- Be suitable for their intended purpose.
- Be maintained in a clean condition.
- Be covered where required.
- Be emptied regularly.
- Not be allowed to overflow.
- Be positioned away from food preparation, display, and storage areas.

Waste shall be removed safely and regularly to prevent odors, pests, insects, and contamination.

11. Pest Control

The canteen shall be maintained free from pests and insects.

An appropriate pest-control system shall be maintained in accordance with school and regulatory requirements.

The Canteen In-Charge shall:

- Regularly check for signs of pest activity.
- Report pest sightings immediately.
- Keep food covered and properly stored.
- Ensure waste is regularly removed.
- Ensure doors, windows, and other openings are appropriately protected where required.
- Ensure pest-control activities do not contaminate food, equipment, or food-contact surfaces.

12. Cleaning Materials and Equipment

Cleaning products used in the canteen shall be safe and appropriate for their intended use.

Cleaning materials, chemicals, tools, and equipment shall:

- Be stored in a designated location.
- Be stored separately from food.
- Be kept away from food-storage, preparation, display, and serving areas.
- Be clearly labeled.
- Be stored securely.
- Never be placed in food or beverage containers.
- Be used according to the manufacturer's instructions.

Cleaning chemicals shall not be stored above or immediately next to food or food-contact equipment.

13. Hand-Washing Facilities

A designated hand-washing sink shall be available for food handlers.

The hand-washing area shall be provided with:

- Running water.
- Liquid soap.
- Appropriate hand-drying facilities, such as disposable paper towels.
- A suitable waste container, where applicable.

The hand-washing sink shall:

- Be clean.
- Remain accessible.
- Not be used for washing food or equipment.
- Not be used as a storage area.

14. Personal Hygiene of Food Handlers

All food handlers shall maintain high standards of personal hygiene.

Food handlers shall:

- Wear a clean and appropriate uniform.
- Wear appropriate hair restraints/hairnets.
- Wear gloves when required.
- Wash their hands regularly and correctly.
- Maintain clean hands and fingernails.
- Keep personal belongings away from food preparation and service areas.
- Avoid touching food unnecessarily.

- Avoid practices that could contaminate food.
- Follow appropriate procedures when coughing or sneezing.
- Wash hands after using the toilet, handling waste, cleaning, touching potentially contaminated surfaces, and before handling food.

Gloves shall not be considered a substitute for proper hand washing. Gloves shall be changed whenever necessary to prevent cross-contamination.

15. Food Handler Health Requirements

All food handlers shall:

- Hold a valid health certificate as required by MOPH.
- Ensure that the health certificate is valid and current.
- Meet any applicable food handler training or certification requirements.
- Inform the Canteen In-Charge immediately if they experience symptoms or illness that could create a food safety risk.

A food handler who may present a risk of contaminating food shall not handle or serve food until managed in accordance with applicable health requirements.

Copies or records of valid food-handler health certificates shall be maintained and made available for inspection when required.

16. Prevention of Cross-Contamination

Food shall be protected from cross-contamination during receiving, storage, preparation, display, and service.

The following measures shall be followed:

- Raw and ready-to-eat foods shall be separated where applicable.
- Clean and contaminated equipment shall be kept separately.
- Clean utensils shall be used for serving.
- Food shall remain appropriately covered.
- Appropriate utensils shall be used instead of unnecessary direct hand contact with food.
- Food-contact surfaces and equipment shall be cleaned and sanitized between uses where required.
- Chemicals and cleaning products shall be stored away from food.

17. Food Display and Serving

Food displayed or served in the canteen shall be protected from contamination.

The Canteen In-Charge shall ensure that:

- Food is appropriately covered or protected.
- Serving counters and display areas are clean.
- Serving utensils are clean and hygienic.
- Hot and cold food is maintained at the required temperatures.
- Students do not directly handle unprotected food intended for sale to others.
- Food that has fallen, become contaminated, or become unsafe is discarded and not returned to service.
- Food is not displayed beyond its safe holding period.
- Food display equipment is maintained clean and in good working conditions.

18. Approved Food and Beverages

Only food and beverages permitted under applicable MOEHE, MOPH, and school requirements shall be sold or distributed.

The school and canteen provider shall follow the current approved school-canteen food list and any restrictions issued by the relevant authorities.

Food items shall:

- Meet applicable nutritional and safety standards.
- Be within their expiry dates.
- Be properly packaged and labeled.
- Be safely stored.
- Come from approved suppliers.

Food and beverages prohibited by the relevant authorities shall not be sold, supplied, promoted, or distributed through the school canteen.

19. Student Canteen Rules

Students are expected to follow the canteen rules set out below. The rules support food safety, hygiene, orderly conduct, and a pleasant environment for all students and staff.

The rules are displayed in the canteen in English and Arabic.

- Wash your hands properly before and after eating.
- Follow a queue when buying food.
- Consume food only in the designated sitting areas.
- Clean up after eating.
- Use trash bins to dispose of waste materials.
- Do not run and play in the canteen.
- Reduce noise level (communicate softly and calmly).
- Ask for help from teachers when required.

Staff on canteen duty shall support students in following these rules. Repeated disregard of the rules shall be addressed in accordance with the Student Behavior Policy.

20. Food Allergies and Special Dietary Requirements

The school shall take reasonable precautions to support students with identified food allergies and medically required dietary restrictions.

Where applicable:

- Relevant information shall be shared with authorized staff.
- Parents shall provide the school with updated medical information.
- The canteen/provider shall provide accurate ingredient and allergen information when required.
- Reasonable measures shall be taken to reduce the risk of cross-contact with identified allergens.
- Food shall not be represented as allergen-free unless this can be appropriately verified.

Any suspected serious allergic reaction shall be handled immediately in accordance with the school's health and emergency procedures.

21. Food Safety Incidents and Suspected Food Poisoning

Any suspected food contamination, foodborne illness, or food-poisoning incident shall be treated seriously and reported immediately to school management.

Where a food safety incident is suspected:

- The food concerned shall not be served.

- Remaining food shall be isolated and protected from further use.
- Relevant food samples, packaging, records, invoices, and temperature logs shall be preserved where required.
- The School Nurse and school management shall be informed as appropriate.
- Parents/guardians shall be contacted where student health is affected, according to school procedures.
- Relevant authorities shall be contacted.
- The school shall cooperate fully with any investigation by the competent authorities.
- The incident and corrective action shall be documented.

22. Daily Records and Documentation

The following records shall be maintained where applicable:

- Daily MOPH canteen follow-up checklist.
- Refrigerator temperature logs.
- Freezer temperature logs.
- Hot-holding temperature logs.
- Food delivery/receiving records.
- Food sample records.
- Cleaning and sanitation records.
- Pest-control records.
- Food handler health certificates.
- Food-handler training records, where applicable.
- Supplier records.
- Incident reports.
- Corrective action records.
- Inspection reports.
- Any additional records required by MOPH, MOEHE, or school procedures.

Records shall be maintained for the required retention period and made available to authorized personnel and inspectors when requested.

23. Non-Compliance and Corrective Action

Any non-compliance identified during daily monitoring or an official inspection shall be addressed promptly.

The Canteen In-Charge shall:

- Correct minor concerns immediately where possible.
- Record the identified concern where required.
- Inform school management.
- Inform the food service provider, where applicable.
- Follow up to ensure corrective action has been completed.

Serious food-safety risks may require the immediate removal of food from sale, temporary suspension of an activity, or other action necessary to protect students and staff.

Repeated or serious violations shall be escalated to school management and, where required, the relevant authorities.

24. Responsibilities

24.1 Canteen In-Charge

The Canteen In-Charge is responsible for:

- Daily canteen inspections.
- Completing the required checklist.
- Monitoring temperatures.
- Checking food deliveries.
- Monitoring food storage.
- Monitoring cleanliness and hygiene.
- Monitoring food handlers.
- Checking expiry dates.
- Maintaining required records.
- Reporting concerns.
- Following up on corrective actions.
- Ensuring that unsafe food is not served.

24.2 Food Handlers

Food handlers are responsible for:

- Maintaining high standards of personal hygiene.
- Following safe food-handling procedures.
- Wearing appropriate uniforms and protective items.
- Maintaining valid health documentation.
- Maintaining clean working areas.
- Preventing food contamination.
- Immediately reporting illness or food-safety concerns.

24.3 Food/Canteen Service Provider

The food/canteen service provider is responsible for:

- Providing food that meets applicable health, safety, and nutritional requirements.
- Using approved food sources and suppliers.
- Ensuring safe food transportation.
- Ensuring that employees meet applicable health and training requirements.
- Cooperating with school monitoring and inspections.
- Taking immediate corrective action when requested.
- Providing relevant food, supplier, ingredient, allergen, and safety information when required.

24.4 School Management

School management is responsible for:

- Monitoring implementation of this policy.
- Reviewing required checklists and records.
- Providing appropriate oversight.
- Following up on non-compliance.
- Ensuring serious food-safety concerns are appropriately escalated.
- Coordinating with the canteen provider and relevant authorities when necessary.

25. Inspection and Monitoring

The school reserves the right to inspect the canteen, kitchen, food storage areas, food deliveries, records, equipment, and food service practices at any time.

The Canteen In-Charge and school management shall cooperate with inspections conducted by:

- MOPH
- MOEHE
- Other competent government authorities

Any recommendations or corrective actions resulting from an official inspection shall be addressed within the required timeframe.

26. Policy Review

This policy shall be reviewed periodically and whenever new requirements, guidelines, circulars, or instructions are issued by:

- Ministry of Public Health.
- Ministry of Education and Higher Education.
- Other competent authorities.

The latest applicable government requirements shall take precedence where they differ from any provision contained in this policy.

Uniform Policy

All students **must wear** school uniforms.

- School uniforms with black shoes must be worn at all times when attending school and students must be smartly presented.
- PE uniforms are allowed only if the students have PE lessons.
- Hair must be neatly tied, no fancy hair pieces allowed.
- No jewelry except a watch and a pair of stud earrings (for girls) should be worn.
- Make up and nail varnish are not allowed.
- Female students should wear uniforms that do not outline body features in all types of outfits (school uniform and sports uniform)

Type	Males	Females
Official Uniform	Shirt with long or short sleeves	Long or short-sleeved shirt
		Long-sleeved shirt (<u>for Grade 7 and above</u>)
	Pants or sports shorts (not above the knee from Grade 4 and above)	Pants, skirt, or apron that is not above the knee with women's leggings/stockings for the lower part of the body It must not be transparent when wearing the skirt. Or skirt to the ankle (stockings/leggings not required in this case)
Sports Uniform (Only on PE days)	Sports shirt	Sports shirt
	Pants or sports shorts	Pants or sports shorts (with legging in case of wearing shorts)

Please follow the link below for more details:

https://www.eliteintschool.com/files/ugd/ab340d_afb55083ba984a6385a9bd5bb321f290.pdf

Bring Your Own Device (BYOD) Policy — Grade 4 and Above

1. Purpose and Scope

This policy applies to all students in Grades 4 to 12. It enables the school to integrate current technology into lesson plans and to provide access to online learning resources that would otherwise be unavailable in the classroom.

2. Daily Requirements

2.1 Students are required to bring their own laptop or tablet to school every day and to use it in accordance with their teachers' instructions.

2.2 Devices must arrive fully charged and in good working condition. Chargers and any other required accessories must be brought when needed.

2.3 Devices and accessories must be clearly labeled with the student's name.

3. Acceptable Use

3.1 Personal devices may be used for educational purposes only.

3.2 Devices may be used during lessons or school activities only when authorized by the teacher. Teachers have the right to ask students to close, put away, or stop using a device at any time.

3.3 Accessing games, social media, personal messaging, entertainment websites, or other non-educational content during lessons or school hours is not permitted, unless specifically authorized by a teacher for an educational purpose.

3.4 When using personal devices and the school network, students must comply with the school's Acceptable Use, Digital Citizenship, Internet Safety, and Student Behavior requirements.

4. Privacy

Students must not take photographs or make video or audio recordings of students, staff members, or school activities, and must not share such images or recordings, without appropriate permission.

5. Account and Network Security

Students must keep their passwords and accounts secure. They must not access another person's account, share passwords, attempt to bypass the school's security systems, or interfere with the school's network or digital resources.

6. Care and Security of Devices

Students are responsible for the proper care, security, and safe storage of their personal devices, and should not leave a device unattended.

7. Misuse and Consequences

Any misuse of a device may result in temporary restriction of device use and/or other consequences in accordance with the school's Student Behavior Policy and applicable school procedures. Parents may be informed where misuse occurs.

8. Parent/Guardian Responsibilities

Parents and guardians are responsible for ensuring that the device brought to school meets the school's minimum technical requirements and has the required applications or software installed, where applicable.

Personal Devices

- No cell phone, MP3 player, beeper, toys, card/video games or other electronic devices are permissible unless used as a part of a class or project and are approved by an instructor.
- A student with such device will be given a verbal warning on the first occurrence and a written warning on subsequent occurrences. The device will be confiscated and given to the parent or guardian.
- If a parent wishes to contact his/her child during school hours it must be done through the office.
- School personnel will confiscate any electronic device or toys that they see or is/are brought to their attention regardless of parents' authorization.

Anti-Bullying Plan

Objective:

To create a safe, inclusive, and respectful school environment by implementing a comprehensive anti-bullying program, with the active involvement of the student council.

To prevent, identify, report, and respond effectively to all forms of bullying through the shared responsibility of school leadership, staff, students, parents, and the wider school community.

At Elite International School, every student has the right to feel safe, respected, valued, and included. Bullying in any form is not acceptable, and every member of the school community has a responsibility to prevent it, report concerns, and promote a positive school culture.

Introduction:

Bullying is a serious issue that can significantly impact students' mental, emotional, and academic well-being. Elite International School is committed to fostering a culture of respect and kindness, inclusion, and responsibility. Through the collaboration of staff, students, and parents, this Anti-Bullying Plan aims to effectively prevent and address bullying in all its forms.

Bullying is repeated or intentional behavior that causes physical, emotional, social, or psychological harm to another student and may involve an imbalance of power.

Bullying may include:

- **Physical bullying:** hitting, pushing, damaging belongings, or other inappropriate physical behavior.
- **Verbal bullying:** name-calling, insults, threats, teasing, or offensive comments.
- **Social/relational bullying:** exclusion, spreading rumors, embarrassing others, or damaging relationships.
- **Cyberbullying:** harmful, threatening, humiliating, or inappropriate behavior through digital platforms, messages, social media, or other technology.

Bullying should be distinguished from an occasional disagreement or conflict between students.

However, all inappropriate behavior must be addressed according to the school's policies and procedures.

Social Worker's Role:

- Provide individual and group counseling to students affected by bullying,
- Offer emotional support and teach coping strategies to help students manage the effects of bullying.
- Assist in the development and implementation of anti-bullying policy and programs.
- Develop and lead educational sessions for students and teachers on topics like empathy, and conflict resolution.
- Keep accurate records of bullying incidents and interventions to help identify patterns and areas needing attention.
- Conduct appropriate follow-up with students involved in reported bullying cases.
- Work collaboratively with teachers, coordinators, SMT, and parents when intervention or additional support is required.
- Monitor repeated incidents and provide recommendations for appropriate intervention and support.
- Refer safeguarding or serious student welfare concerns immediately to the designated school leader in accordance with school procedures.

Teachers' Role:

- Integrate anti-bullying messages into the sessions,
- Educate students about the school's and classroom's policies and the importance of a respectful school culture.
- Recognize signs of bullying and provide a safe space for students to report incidents.
- Report bullying incidents to the social worker/SMT, maintaining confidentiality, and the students' trust.
- Intervene promptly and effectively in bullying incidents, ensuring the safety of all students.
- Provide support and follow-up to students involved in bullying
- Foster an inclusive and respectful classroom atmosphere where diversity is celebrated, and all students feel valued.
- Implement classroom management strategies that promote positive behavior and respect among students.
- Monitor student interactions, particularly during transitions, breaks, group work, and other situations where concerns may arise.

- Document relevant incidents and actions taken when required by school procedures.
- Avoid attempting to independently manage serious or repeated bullying cases and refer them to the appropriate school personnel.

Senior Management Team's Role:

- Ensure that the Anti-Bullying Plan and related school policies are clearly communicated and consistently implemented.
- Ensure that reported incidents are addressed promptly, fairly, and confidentially.
- Coordinate with the Social Worker, coordinators, teachers, parents, and other relevant personnel when addressing serious or repeated concerns.
- Ensure that appropriate supervision is provided in areas where bullying may be more likely to occur.
- Monitor bullying data, repeated incidents, trends, and the effectiveness of interventions.
- Ensure that staff receive appropriate awareness and guidance regarding bullying prevention, reporting, and response procedures.
- Escalate serious safeguarding concerns in accordance with school safeguarding and child protection procedures.

Student Council's Role:

The Student Council will play an important role in promoting anti-bullying awareness, kindness, respect, and a positive peer culture. Student Council members may engage their peers through morning broadcasts, stage performances, campaigns, and classroom visits.

Their role includes:

- Campaign Leadership: Leading the “Stop Bullying” campaign to promote a bully-free school environment.
- Broadcasting Messages: Delivering daily anti-bullying messages and tips during morning assemblies.
- Stage Performances: Organizing and performing in plays that depict the impact of bullying and the importance of kindness and empathy.
- Classroom Visits: Conducting peer-to-peer sessions to discuss bullying prevention strategies and encourage open communication.
- Student Voice: Gather general student feedback and suggestions about school climate and anti-bullying awareness activities.
- Student Council members must not investigate bullying incidents, question students involved in individual cases, or attempt to mediate serious incidents.
- Any bullying disclosure or individual concern shared with a Student Council member must be reported immediately to a teacher, Social Worker, Coordinator, or SMT member.
- Student Council members must respect confidentiality and must not discuss individual bullying cases with other students.

Students' Role:

- Treat all members of the school community with respect and kindness.
- Follow the school's behavior expectations and Anti-Bullying Policy.
- Report bullying or unsafe behavior to a trusted adult, teacher, Social Worker, Coordinator, or SMT member.
- Avoid encouraging, sharing, recording, posting, or participating in bullying behavior.

- Support peers appropriately by reporting concerns rather than remaining silent.
- Use technology and social media responsibly and respectfully.
- Cooperate honestly and respectfully when staff are reviewing a reported concern.

Parents' Role:

- Encourage their children to speak openly about concerns and report bullying or unsafe behavior.
- Communicate concerns promptly to the school through the appropriate channels.
- Cooperate with the school during investigations, interventions, and follow-up.
- Reinforce kindness, respectful communication, responsible technology use, and positive behavior at home.
- Inform the school of relevant information that may assist in supporting their child.
- Avoid confronting other students or parents directly regarding reported incidents and allow the school to follow its established procedures.
- Attend awareness sessions or meetings when requested or offered by the school.

Reporting Procedures:

Students are encouraged to report bullying concerns without fear of embarrassment, punishment, or retaliation.

Reports may be made to:

- A classroom or subject teacher
- The social worker
- The concerned coordinator
- A member of senior management team
- Any trusted staff member

Staff members who receive a bullying report or become aware of suspected bullying must refer the concern promptly through the school's established reporting procedure.

All reports should be treated seriously, handled sensitively, and documented appropriately.

Confidentiality should be maintained as far as reasonably possible while ensuring student safety.

Students must be reminded that reporting bullying is a responsible action and should not be considered "telling on" another student.

Investigation and Response Procedures:

Every reported bullying concern should be reviewed promptly and fairly.

The school should:

- Ensure the immediate safety and well-being of the students involved.
- Speak separately with the students involved and, where appropriate, relevant witnesses.
- Gather relevant information and documentation before reaching conclusions.
- Maintain appropriate confidentiality throughout the process.
- Determine whether the behavior meets the definition of bullying or represents another form of inappropriate behavior or conflict.
- Inform parents/guardians when appropriate and in accordance with school procedures.
- Apply appropriate interventions and consequences in line with the Student Code of Conduct, Behavior Policy, Safeguarding/Child Protection Policy, and other relevant school procedures.
- Escalate serious, repeated, or safeguarding-related concerns to SMT immediately.
- Document actions taken and establish appropriate follow-up measures.

Support and Follow-Up:

The purpose of intervention is not only to stop immediate behavior but also to prevent its recurrence and support all students involved.

The school should:

- Provide appropriate emotional and pastoral support to the student who has experienced bullying.
- Provide behavioral guidance, counseling, and corrective support to the student responsible for bullying behavior.
- Support witnesses or bystanders when appropriate.
- Develop individual support or behavior plans when required.
- Monitor interactions between students following an incident.
- Conduct follow-up meetings to determine whether the bullying has stopped.
- Maintain communication with parents when continued monitoring or support is required.

Cyberbullying and Digital Citizenship:

- Educate students about responsible and respectful online behavior.
- Teach students not to send, share, post, forward, or respond to harmful or humiliating digital content.
- Encourage students to report harmful online behavior that affects their safety, well-being, or school environment.
- Teach students appropriate ways to seek adult support when they experience or witness cyberbullying.
- Address relevant cyberbullying incidents in accordance with the school's Behavior, Safeguarding, Technology/Acceptable Use, and related policies.
- Provide age-appropriate digital citizenship awareness to students and parents.

Action Plan:

- Regular sessions for students to educate them about the types and signs of bullying, the psychological impact, and the school's policies against bullying.
- Incorporating lessons on empathy, digital citizenship, and conflict resolution into the existing curriculum.
- Students are encouraged to report incidents to their teachers and/or the social worker without fear.
- Every reported incident is followed up with appropriate intervention and support.
- Regularly collecting feedback from students to assess the effectiveness of the program and make improvements.
- Conduct an Anti-Bullying Awareness Week/Day and school-wide campaigns during the academic year.
- Use assemblies, posters, student-created materials, classroom discussions, and age-appropriate activities to reinforce key messages.
- Include anti-bullying and positive behavior topics within SEL and character-education programs.
- Provide staff awareness and professional development sessions related to bullying identification, prevention, intervention, and reporting.
- Provide parent awareness sessions or resources on bullying and cyberbullying when appropriate.
- Identify locations and times where incidents are more likely to occur and strengthen adult supervision when required.

- Recognize and promote positive student behavior, kindness, inclusion, respect, and responsible citizenship.

Monitoring and Evaluation:

- The effectiveness of the Anti-Bullying Plan will be monitored throughout the academic year.
- The school will:
- Review bullying incident records regularly to identify patterns, repeated concerns, locations, grade levels, or times requiring additional attention.
- Monitor whether interventions have successfully prevented repeated incidents.
- Collect student feedback through surveys, discussions, or other age-appropriate methods.
- Seek feedback from staff and parents when appropriate.
- Review supervision arrangements in identified higher-risk areas.
- Evaluate the effectiveness of awareness campaigns and Student Council initiatives.
- Review the Anti-Bullying Plan annually and make improvements based on evidence, school needs, and feedback.

Expected Outcomes

Through the implementation of this plan, Elite International School aims to:

- Reduce bullying incidents and repeated inappropriate behavior.
- Increase students' confidence in reporting concerns.
- Improve students' sense of safety, belonging, and well-being.
- Strengthen respectful relationships among students and staff.
- Increase awareness of bullying, cyberbullying, empathy, and responsible behavior.
- Ensure consistent school-wide procedures for prevention, reporting, intervention, and follow-up.

Conclusion

Elite International School's Anti-Bullying Plan is a proactive, school-wide, and community-driven approach to preventing and responding to bullying. By empowering students, involving the Student Council, engaging parents, and ensuring consistent support and follow-up from staff and school leadership, we aim to cultivate an environment where every student feels safe, valued, included, and respected.

Preventing bullying is the shared responsibility of the entire school community. Through awareness, early intervention, clear reporting procedures, appropriate support, and consistent follow-up, Elite International School will continue to promote a culture of respect, kindness, responsibility, and belonging.

Complaints Policy

The committee dedicated to handling school-related complaints includes the following members:

- Managing Director
- Senior Management Team
- Student Affairs Representative

- Social Worker

Procedures and Protocols for Operating Parental Complaints Committee

In order to ensure the provision of high-quality education, provide a safe and satisfactory environment for students, enhance transparency and trust between the school administration and parents, and offer opportunities for parents to express any concerns or inquiries regarding their children's education, the school has established the following guidelines and protocols for submitting and receiving parental complaints:

- The communication channel through which parents can submit their complaints is the school e-learning platform and school official website. This platform should be announced and readily accessible to parents, with clear instructions on how to submit complaints, including phone numbers and email details.
- Upon receiving a complaint, an SMS or official email will be sent to parents confirming receipt on the same day. For urgent cases, an immediate appointment date will be provided; for non-urgent cases, an appointment will be scheduled within two days.
- The official complaint form provided by the Ministry will be utilized. Parents or individuals with grievances will be requested to complete this form when submitting a complaint.
- Upon receiving a complaint, the school's parental complaint committee will thoroughly review and investigate the matter, diligently collecting relevant evidence and witness statements pertaining to the reported issue.
- An interview with the complainant will be conducted on the scheduled date, ensuring that this appointment does not extend beyond two days from the date of complaint submission.
- The matter will be resolved and the case concluded to the parent's satisfaction within a maximum of three days from the date of complaint submission.
- Once the case is resolved, an SMS/E-mail will be promptly sent to the parents, notifying them that the case has been successfully closed.
- Necessary corrective actions will be implemented when required, and suitable penalties will be applied in cases of non-compliance by any school employee, in alignment with the internal sanctions policy established for school staff. This must be documented and maintained in a dedicated file.
- The procedures followed will be documented in the officially approved complaint form, and signatures will be obtained from both the head of the school's committee and the complainant.
- The report will include a detailed account of the procedures undertaken, accompanied by supporting evidence, either affirming or refuting the case, completed within a maximum period of five days.
- The school reserves the right to implement appropriate measures in response to baseless complaints from a guardian, subject to substantiation and confirmation from the Ministry of Education and Higher Education.
- The action plan to prevent bullying among students will be implemented and updated on a regular basis.
- A regular performance report for the committee will be provided, including the number of resolved and closed complaints as well as those that remain unresolved.
- An annual survey will be administered for parents to measure their satisfaction with the committee's performance.

School Expectations of Students

Students are always expected to:

- Make your best effort to meet the required school expectations.
- Speak politely to everyone and listen to people when they are talking to you.
- Listen carefully to teachers and follow their instructions.
- Maintain a mature attitude and high standards of behavior to promote a positive environment.
- Respect all students and school personnel's rights as well as their property.
- Keep your environment clean and tidy.
- No fighting or playing rough games during recess.
- Playing of cards games is not allowed anywhere in the school.
- Follow rules shown on signs or have otherwise been set.
- (For example: no entry for students or to complete your homework on time).

In the classroom students are always expected to:

- Abide by the school classroom rules and other rules that the teacher has set.
- Do your best and allow others to do their best without disruption.
- Speak in English (except during Islamic studies, Arabic, and French classes).

Students are never expected to:

Carry, conceal, or use any object, material or substance, which is inappropriate, and/or may disrupt others from learning, cause damage to school property, or cause harm to any person.

Code in Force

The EIS Discipline Code applies in the following situations:

- During regular school hours.
- In the school bus or other transportations sanctioned by the school.
- During school sponsored events.
- When going to and from school.
- During events and activities associated with the school.

Due Process Rights

Any student whose conduct may warrant suspension will be provided the following due process:

a) Students:

- A notification of the violation.
- An opportunity to present his/her side of the story to the appropriate school personnel.

b) Parents:

- A written notification of the violation and the consequence decided by the school.

- Twenty-four hours' notice to meet the school personnel for a fair and impartial conference, unless the student's behavior is so disruptive or detrimental that he/she cannot complete the school day.

Rights of students and parents when suspension or expulsion is warranted

Any student whose behavior may warrant suspension or expulsion as well as their parents will be provided with the following:

c) Students:

- A notification of the failure to meet required school expectations.
- An opportunity to present his / her side of the story to the appropriate school personnel

d) Parents:

- A written notification of the failure to meet the required school expectations by their child.
- An opportunity to present his / her child's side of the story to the appropriate school personnel.

Note: Be informed that mobile phones are not allowed in any meeting.

Student's Behavior Policy / Code of Conduct

Elite International School is committed to providing a safe, engaging and supportive learning environment where all policies are enforced fairly and consistently. Student disciplinary regulations emphasize instruction and rehabilitation rather than punishment; they are designed to foster and reward appropriate behavior and keep students connected to school so they can graduate college and career ready.

EIS Student Code of Conduct provides a framework to support behavioral goals and disciplinary policies. All students are expected to be aware of and abide by this Student Code of Conduct. Parents/guardians are encouraged to read the Student Code of Conduct carefully and to discuss the information with their children.

Philosophical Statement

EIS will provide the instruction and support necessary to meet students' academic and behavioral needs and identify fair and developmentally appropriate behavioral expectations for all members of the school community. Educators and other adults in the school will teach students to behave in ways that conform to these policies and contribute to academic success. This is achieved by reinforcing positive behavior, preventing misbehavior before it occurs, supporting students in overcoming challenges, and fostering positive relationships among all members of the school community.

Research shows that students are more likely to accept responsibility for their actions and the consequences of their behavior when school discipline is administered fairly, equitably and consistently. EIS will also employ due process protections when enforcing discipline and must not allow harsh or exclusionary discipline to disproportionately impact specific groups of students, including but not limited to students with disabilities.

Students' Responsibilities

Students share responsibility with school staff for maintaining an environment of mutual respect and dignity in the school. They take an active role in making the school a supportive, safe and welcoming place in these ways:

- Demonstrate pride in self, in the future, and in school by arriving on time, dressing appropriately and being prepared on focus on academics.
 - Be respectful and courteous to fellow students, parents/guardians and school staff.
 - Seek the most peaceful means of resolving conflict, and obtain the assistance of teachers, administrators, parent/ guardian or school staff when unable to resolve conflicts.
 - Follow school rules and policies, and contribute to a positive school climate by behaving appropriately, even when not specifically asked to do so.
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- Recognize how self-conduct affects other students and school staff, and make every reasonable effort to restore relationships and correct any harm caused to others in the school community.
 - Seek access to and complete make-up work while out of school for disciplinary reasons.

Staff's Responsibilities

Students who have meaningful relationships with caring adults in the school are less likely to engage in disruptive behavior, be absent, or drop out of school. School staff members should take the initiative in developing positive, meaningful relationships with students. When disruptive behavior does occur, school staff will use professional discretion when applying these consequences/responses and interventions in a progressive manner, to teach students appropriate behavior and correct any harm that results from their behavior.

Staff members take an active role in making school a supportive, safe and welcoming place in these ways:

- Create and promote a positive, supportive, safe and welcoming school environment that is conducive to teaching and learning.
- Be respectful and courteous to students, parents/guardians and other school staff.
- Establish clear expectations for behavior, take an instructional approach to discipline, and acknowledge positive and appropriate conduct by students.
- Involve families, students and the community in fostering positive behavior and student engagement.
- Ensure that clear, developmentally appropriate and proportional consequences are applied for misbehavior as outlined in applicable discipline policies.
- Implement graduated progressive consequences for recurring inappropriate behavior.
- Administer discipline rules fairly, consistently and equitably, regardless of race, ethnicity, culture, gender, color, national origin, ancestry, religion, age, disability, sexual orientation and/ or gender identity.
- Remove students from the classroom only as a last resort and return students to class as soon as possible.
- Notify the social worker and seek her assistance.
- Promptly notify parents/guardians if their child is involved in any disciplinary matter.

- Make every reasonable effort to communicate with and respond to parents/guardians in a timely manner and in a way that is accessible and easily understood.

Parents' and Community's Responsibilities

Parents/guardians and community members play an important role in establishing a positive school climate where students will thrive. Parents can help students and staff members promote a supportive, safe and welcoming school environment in these ways:

- Talk with their child about appropriate conduct at school.
- Be respectful and courteous to other students, fellow parents/ guardians and school staff.
- Read and be familiar with school policies, regulations and rules.
- Have regular contact with school staff and make every effort to ensure that their child maintains regular school attendance.
- Be involved in conferences, hearings and other disciplinary matters concerning their child.
- Help their child access supportive groups or programs designed to improve his/her conduct, such as counselling, after-school programs, and mental health services available in the school and community.
- Promptly share any concerns or complaints with school officials and work with school staff and administrators to address any behavioral problems their child may experience.

Behavior-Related Offenses and Responses

The school believes that disciplinary responses should encourage responsible actions, promote the development of self-discipline and change inappropriate behavior.

Discipline will be administered using a continuum model. Factors to consider when determining the appropriate response may include patterns of behavior, impact on the school community and the overall severity of the infraction.

Offenses included in the Student Code of Conduct apply to behaviors that occur on school property, at school-related activities, or when students are otherwise subject to the authority of Elite International School.

Disciplinary action may be taken for off-campus incidents if the action could have an adverse effect on the order and general welfare of the school. Restitution for loss or damage may be requested and law enforcement will be involved when appropriate.

Responses for Violations of Behavior and Discipline Policies

The professional staff members have the responsibility for taking appropriate actions when a student is involved in a situation that disrupts the learning environment of the school. When determining the consequences, they take the following into consideration:

- The age-appropriateness of the response.
- The severity of the incident.
- A student's previous violations and/or responses for the same or a related offense.
- If the offense interfered with the responsibility/rights/privileges/property of others.
- If the offense posed a threat to the health or safety of others.

- If the student has an Individualized Education Plan.
- The logical relationship between the offense and the response.
- Any specific responses articulated in the school policy.

Corporal Punishment – The School Board prohibits the use of corporal punishment, which is defined as physical punishment or undue physical discomfort inflicted on the body of a student for the purpose of maintaining discipline or to enforce school rules.

Restricted Access – Limitation of a student's presence on school property.

In-school Intervention – The opportunity afforded a student, after the student is removed to an alternate location within the school, to continue to:

- Appropriately progress in the general curriculum.
- Receive instruction commensurate with the program afforded to the student in the regular classroom.
- Participate with peers as they would in their current education program to the extent appropriate.

Suspension – the denial of a student's right to attend regular classes or school for a specified period of time for cause. Suspension includes extended suspension, in school suspension, short-term suspension or long-term suspension.

- **In-School Suspension** – The removal of a student within the school building from the student's current education program to another location within the school building for up to but not more than 3 school days in a school year for disciplinary reasons as determined by the Senior Management team and approved by the Managing Director and the Ministry of Education and Higher Education.

- **Extended-Suspension** – The exclusion of a student from school for 3 school days for disciplinary reasons as determined by the Senior Management team and approved by the Managing Director and Ministry of Education and Higher Education.

Expulsion – The exclusion of a student from the student's regular school program for 3 school days as determined by the Managing Director and Ministry of Education and Higher Education.

The suspension/expulsion policy is applied after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department).

Failure to meet required school expectations and the consequences of such failure

Should a student fail to meet the school expectations, inevitably there must be a consequence (or sanction) that is in proportion to the failure. Different levels (or intensities) of failure have been categorized and defined. To ensure that consequences are issued fairly, students and parents will be made aware of the levels, categories and consequences so that they are well aware of what actions will be taken when school expectations are not met.

Important guidelines for dealing with students failing to meet expectations

A student may decide to behave in an unacceptable manner and, as such, teachers should be prepared to have patience stretched to the limit. It is of the utmost importance that teachers do not lose their temper and do or say something that may make the situation worse or volatile. Teachers are requested to avoid arguing, insulting the student, physical contact and confrontation at all costs. Teachers are expected to conduct themselves in a professional manner at all times without exception.

Students should not be sent to the administration office directly for any behavioral issues before seeking help from the social worker (both teacher and student).

Taking action

There are various options available for a teacher to use when taking action. Teachers do not immediately opt for the most severe option. A gradual and progressive approach is required as students have more respect for firm but fair teachers, who deal with most problems themselves, rather than immediately referring the student to the administration in each and every case.

The following examples constitute a listing of possible responses and interventions that may be used by a staff member in responding to a student's inappropriate behavior. The responses within each level are examples and are not listed in a particular order of use.

Level 1 Failure to Meet Required School Expectations

Level 1 incident should in the first case be dealt with by the teacher. In exceptional circumstances where the teacher believes immediate outside assistance is necessary, the coordinator then the social worker will assist. The SMT and Managing Director will become involved when a student persistently fails to meet various level one expectations, be it with one teacher or more. A progressive approach is required when dealing with unwanted student behavior.

Failure	Definition	Consequence
1. Disruptive behavior (refer to Excessive disruptive classroom behavior procedure below)	Causing the breakdown of the orderly process of teaching and learning, and / or other school activity.	Classroom teachers can use: warnings, verbal reprimands, written note in student's planners, send a report to the social worker seeking assistance, phone call to parents, separation from peers or denial of class privileges.
2. Littering	Throwing, dropping or leaving rubbish or unwanted material anywhere.	As stated above.
3. Refusal to do work	Refusing to complete class or homework, lab work, projects, or any assignment given by a teacher.	As stated above. For homework, follow homework policy.
4. Failing to follow classroom rules.	Failing to classroom rules, written rules or otherwise (i. e. shouting out, getting out of seat without permission, not following teachers' instructions)	As stated above.
5. Electronic devices	Using any electronic device without permission on school property.	The item must be confiscated by the administration during the school time and returned upon departure of the student from school with a verbal warning and notifying the parents. If student brings the item again, it will be confiscated and given back only to a parent.
6. Lateness (Tardiness)	Not being in their seat and classroom when the lesson has begun. Arriving late to school in the morning.	Lateness is to be recorded in the first time and verbal reprimand given in the second time. Late arriving to school should be dealt with by the Students Affairs office, according to school policy.
		No students without prior approval will be allowed to enter the classroom after 7:30 am.

7. Arguing (with a student)	Verbally arguing in an aggressive manner with another student.	Classroom teachers can use: warnings, verbal reprimands, written note in student's planners, send a report to the social worker seeking assistance, phone call to parents, separation from peers or denial of class privileges.
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Level 2 Failure to Meet Required School Expectations

Level 2 requires immediate contact with the parents. No warnings will be given, and the Senior Management team and Managing Director are to intervene at this level. Students may be suspended further and/or recommended for expulsion after notifying the Ministry of Education and Higher Education (Private Schools Licensing Department) and getting its approval.

Failure	Definition	1 st failure and consequence	2 nd failure and consequence	3 rd failure and consequence
8. Academic misconduct	Plagiarizing, cheating, copying another's work, attempting to gain or gaining unauthorized access to material, using / submitting / providing data or answers dishonestly by deceit, or by means other than those authorized by the teacher.	Referring the child to the social worker and conferring with parents.	Conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act.	1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)
9. Use of inappropriate language (either passively or aggressively)	Using any form of foul language in any language, including the use of hand and body gestures.	Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act.	1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)
10. Lying	Intentionally giving or providing untrue or misleading information of communication	Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act.	1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	1-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)

			Licensing Department)	Education (Private Schools Licensing Department)
11. Altering documents	Forging, falsifying, or unauthorized alteration of a document (official or otherwise)	Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act.	1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)
12. Damage or destruction of property	Causing, attempting to cause, or threatening to cause, damage to school or others private property. Minor damage or defacing school or private property.	Repairing or replacement of damage caused. Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act, and / or 1 day suspension after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Repairing or replacement of damage caused 1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Repairing or replacement of damage caused. 2-3 days suspension, after discussion with, and approval from the Ministry of Education and Higher Education (Private Schools Licensing Department)
13. Misuse of equipment	Use of school online services for illegal, inappropriate, or obscene purposes	Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act, and / or 1 day suspension after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	2-3 days suspension, after discussion with, and approval from the Ministry of Education and Higher Education (Private Schools Licensing Department)

14. Insubordination	Refusing to comply, either verbally or non-verbally, with a reasonable request by school personnel	Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act, and / or 1 day suspension after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)
15. Truancy	Being absent from school without authorization or without parents being aware. Failure to follow signing in / out procedures, skipping classes or school.	Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act, and / or 1 day suspension after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Parents meeting, 1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)
16. Physical fighting	Engaging in hitting, punching, slapping, kicking or any form of physical attack whether initiating or retaliating	Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act.	Parents meeting 1-2 days suspension, after discussion with and approval from the Ministry of Education and Higher Education (Private Schools Licensing Department)	2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)
17. Arguing (with school staff)	Verbally arguing in an aggressive manner with any school personnel.	Referring the child to the social worker and conferring with parents who need to sign an undertaking that the student will not indulge in such behavior or act	Parents meeting, 1-2 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education

			Licensing Department)	(Private Schools Licensing Department)
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*** The suspension/expulsion policy is applied after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department).**

Level 3 Failure to Meet Required School Expectations

At this level, a student may face immediate suspension of up to 3 days and a recommendation for expulsion after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department). Students expelled from EIS will not ordinarily be readmitted at a later date. The appropriate authorities will be notified in the event that a student commits an illegal act. Parents will be required to meet with school personnel and / or authorities involved.

Failure	Definition	1 st failure and consequence	2 nd failure and consequence	3 rd failure and consequence
18. Intimidation or menacing incitement	Threatening another, either verbally, or non-verbally, by inflicting fear or damage to property, instigating, or encouraging acts of misconduct	2-3 days suspension, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	3-5 days suspension and / or recommendation for expulsion, meeting with parents, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Open suspension, expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)
19. Arson	Utilizing unauthorized fire, smoke, or explosives whether used in a safe manner or not. Causing or potentially causing harm to people or damage to property	Meeting with parents, 2-3 days suspension and / or recommendation for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	N/A

20. Assault	Striking with a weapon (any object) with the intent to inflict or inflicting bodily harm	Meeting with parents, 2-3 days suspension and / or recommendation for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	N/A
21. Breaking and entering	Breaking into and / or entering any school building, facility, offices, storage space, or other locked space without authorization.	Meeting with parents, 2-3 days suspension and / or recommendation for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	N/A
22. Vandalism	Destroying or causing significant damage, or defacing school or private property in a willful or malicious manner	Meeting with parents, 2-3 days suspension and / or recommendation for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	N/A
23. Offensive material	Producing, possessing, or distributing materials / information (in any form) that offend common decency or morals of anyone in the school community	Meeting with parents, 2-3 days suspension and / or recommendation for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	N/A

24. Possession of or concealment of a weapon or otherwise dangerous instrument or substance	Using, possessing, attempting to possess, brandishing or concealing and weapon / dangerous instrument / substance / device, including replicas and anything deemed to be dangerous. Definition of a knife is not limited to a cutting instrument consisting of a handle attached to a sharp blade.	One day suspension for possession, meeting with parents, 2-3 days suspension and recommendation for expulsion for use of weapons/dangerous instruments/substance, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	N/A
25. Obscenities, verbal abuse, vulgarity towards the school and/or school personnel	Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, anti-religious or ethnic slurs (written or verbal) toward school personnel or any adult member of the school community. It shall include use of obscene gestures that willfully intimidate, insult or in any manner abuse others.	2-3 days suspension and recommendation for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	N/A
26. Gender fraternization and promiscuous behavior	Committing acts that are sexual in nature and fall outside of Islamic teachings. Relations inside and outside the school between the sexes, dating. Evidence of immoral behavior or communications, written or otherwise.	2-3 days suspension and recommendations for expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	Expulsion, after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)	N/A

***The suspension/expulsion policy is applied after discussion with, and approval from, the Ministry of Education and Higher Education (Private Schools Licensing Department)**

Excessive Disruptive Classroom Behavior Procedures

In order to implement a consistent approach between teachers and to take effective action against students who are intent on causing excessive disruption, the following procedure should be adopted by all teachers.

1. If students become disruptive / talkative (i. e. is not allowing effective teaching to take place), the teacher asks them politely to be quiet or to stop what they are doing once. If they ignore the teacher or begin again soon after this instruction, the teacher immediately write their name on the board without hesitation and / or discussion and place a tick next to their name. Should they continue, the teacher adds another tick and a third tick if they persist. At this point, the student will be referred to the social worker for disrupting the lesson and the learning of other students. The social worker takes appropriate measures towards misbehaving students helping them to find the reasons for misbehavior and works towards eliminating the chances of repeated misbehavior. She/he observes the student in the classroom for the rest of the day, sends her/his report to the administration and devise an intervention plan that she/he shares with the administration and all concerned teachers. Depending on the student's case, she/he then meet with teachers to help them better understand and work with particular students.
2. If the same student persists to be disruptive, a meeting with parents will occur and the student will be placed on school academic/behavior report.

School Academic/Behavior Report

The administration office team may decide to place the student, whose behavior is causing concern in a number of subjects or areas of the school, on school academic/behavior report. The report will have to be completed and signed by the teacher after every lesson in order to monitor the student. If the behavior of the student fails to improve after one week, his/her parents will be contacted and asked to attend a meeting to discuss the issue and consider the options of suspension and/or disciplinary probation.

Suspension

A student may receive an out-of-school suspension for committing an offence or other severe disruption of the education process. For the duration of the out-of-school suspension, a student is excluded with parent knowledge and is not allowed to attend classes, extracurricular activities, school functions, or be on the school premises. They are not permitted to return to school, or attend any school function, for any reason until their suspension has been served or permission has been given by the administration office team.

Disciplinary Probation

If a student has been suspended three times, has committed a level three failure to meet school expectations, or has consistently committed various level-two failure to meet school expectations within a short period of time, that student will be placed on disciplinary probation.

Whilst on probation, the student shall be monitored closely, and should he/she continue not to meet the school expectations or commit another level two or three failure (offence resulting in suspension), he/she will be placed on open suspension with a view to be permanently excluded. At the end of the year, all students on disciplinary probation will be considered for the possibility of not being readmitted into the school the next school year.

Readmission Next Academic Year

Elite International School reserves the right to not readmit any student whose disciplinary record is poor, whether on disciplinary probation or not.

Expulsion Procedures

A student may be referred to the Senior Management team and the Managing Director for expulsion as a result of receiving a suspension while they are on disciplinary probation, subsequent commission of level two infractions, or as a result of committing a level three infraction.

1. When a student is referred to the Senior Management team and the Managing Director for expulsion, they will hold a meeting to review the suspension case.
2. If they decide to put the child on open suspension, the Private Schools Licensing Department of the Ministry of Education and Higher Education will be contacted to discuss the student's situation.
3. Upon receiving approval from the ministry, parents will be informed in writing that the student is placed on open suspension and will describe the reason for the school's action.
4. The student and his/her guardian may appeal in writing to present their case to the Senior Management team and the Managing Director.
5. The Senior Management team and the Managing Director will make a decision that will be conveyed to the parents in writing as soon as possible.
6. The decision of the concerned Senior Management team and the Managing Director is final.

Students on open suspensions may not return to school without a decision from the School Management team and the Managing Director. They may not be on school premises or participate in any school activity or function including field trips or after school events.

Rights of Students and Parents when Suspension or Expulsion Is Warranted

Any student whose behavior may warrant suspension or expulsion will be provided along with their parents with the following:

Students:

1. A notification of the failure to meet the required school expectations.
2. An opportunity to present his / her side of the story to the appropriate school personnel (administration)

Parents:

1. A written notification of their son's / daughter's failure to meet the required school expectations and the consequence decided by the School Management team the Managing Director
2. Twenty-four hours' notice to meet with the Senior Management Team the Managing Director for a fair and impartial conference, unless the student's behavior is so disruptive or detrimental that he/she cannot complete the school day.

Rewards System

EIS strives to be a place where achievements are celebrated, students are self-motivated, and everyone is engaged. As we recognize that students thrive on praise, the thrill of success and the glow of

recognition, we have put a student's rewards policy to encourage well behaved and motivated students to maintain this throughout their academic career and their lives beyond school and to modify the behavior of those who do not conform to the requirements of the school regarding such matters as work, uniform, rules and attitude to staff.

EIS rewards system allows students, teachers and guardians to see how well students are progressing in subjects and where they are producing sustained good work, effort and progress. It also rewards attendance. A key part of developing the potential of our students is giving them encouragement and praise, an essential component of discipline with dignity, good teaching and good staff/student relationships. Staff members are encouraged to actively look for opportunities to praise students both within and beyond lessons.

Students can expect to be informed of positive effort through verbal praise, planner and our range of certificates and rewards. Similarly, poor behavior will be shared with parents who are our best supporters in helping to correct such matters.

The school can use displays and notice boards to celebrate and publicize achievement in all spheres of school life. Acknowledgement can also be made through assemblies, positive phone call home, and public display of high-quality work. The maintenance of high achievement and excellent effort will be acknowledged at the annual celebration of achievement.

The reward systems described below are used fairly and consistently by all teachers to be successful.

Elite of the Week

Every two weeks, homeroom and subject teachers in elementary, middle and high school choose one nominee from each class to be chosen as Elite of the week. Names of students that are chosen by most teachers will be announced for the title on Sundays and their name and photos will be displayed on "Elite of the week" board for the period of two weeks. Teachers consider the following while nominating Elite of the week.

- Academic progress (homework, quiz, projects etc.)
- Behavior /participation in school

Star of the Week

Early childhood teachers nominate a star of the week and parents will be informed through the student planner and e-learning portal.

Reward criteria

For academic excellence

Timely submission of class and home assignments

Quality of work in class and Homework (relevance/presentation)

Consistent scores (above 80% in all quizzes)

Academic progress and

improvement Taking initiative to

bring in research work

For behavior and participation

Effort/teamwork

Communication with teachers
and peers Following class
procedures/instructions
Willingness to help peers

Way to record

Behavior chart will be used for students from early childhood to lower elementary classes. All the names must start at “Ready to Learn” at the beginning of the day. As per the child’s behavior, the names of the students will move up or down. The teacher can reward the child to be a class/line lead for the day, teacher’s helper for the day etc. Parents are notified through student’s planner about rewards received by their child.

Reward coupons will be used for elementary, middle and high school students. The green coupons will be rewarded for academic excellence, and yellow coupons will be given for behavior and participation. Teachers record the coupons given to the students on the school’s system on a daily basis. The total number of coupons received for each student will be calculated at the end of each semester and the student who receives the highest number of coupons per section will be rewarded in each semester. Rewards will be in the form of:

- A book
- Extra 5 marks on behavior and participation scores
- Publishing student’s name in the Honor list on the school website

For high school, the school’s rewards system consists of House Points and Honors Certificates that can be awarded for all of the following:

- An excellent piece of work (relative to the individual)
- Excellent effort
- Good progress (relative to the individual)
- Attendance: 100% attendance to be rewarded by an honors certificate
- Consistently good organizational skills
- A positive contribution to the lesson
- Courtesy
- Consideration of others
- Students who have accomplished their achievement targets e.g. on report cards Based on the number of House Points earned, students can get:
 - Book reward
 - Snack time
 - Homework Pass
 - Game time
 - Teacher’s assistant
 - Teacher’s chair
 - Breakfast treat
 - Early release to lunch
 - Admission to a field trip
 - Assist a coach on a sport’s game

- Extra time for an assignment
- In-class homework time
- Lunch and recess with a teacher
- Morning/afternoon announcements
- Re-take a quiz/test

Teachers need to raise expectations for the student's behavior in order to receive the same reward, so they do not get addicted to rewards and learn to be motivated by their own achievements. The reward system implemented must be shared with and approved by the SMT, and the Managing Director.

Students' Certificates

Certificates will be awarded to elementary, middle and high school students to keep parents and guardians further informed of their children's progress.

At the end of each semester, teachers can nominate students to be awarded with certificates for: High Academic Achievement: awarded in each subject and based on consistent high standards of classwork and homework as well as test / exam results.

Significant Academic Progress: awarded in each subject to students who have made good progress and have maintained good effort throughout the semester.

Exemplary behavior: awarded to students who have consistently displayed a positive and mature attitude and have set a good example for other students.

IT-Cybersecurity Policy

Elite International School recognizes the value of technology security and values the need for a clear and consistent technology security policy, in compliance with legal and regulatory mandates, that promotes awareness and communicates expectations for safeguarding and securing its technology. The purpose of this policy is to provide requirements for maintaining the confidentiality, integrity, availability, and accountability of EIS technology resources and data. The policy will address protection of EIS technology, access controls, technology equipment inventory management, network security, physical security, configuration management, and data security.

Protection of EIS Technology

1. EIS reserves the right to take all necessary legal actions to protect the confidentiality, integrity, availability, and accountability of its technology and to prevent its technology from being used for malicious activities.
2. Use of EIS technology to gain or attempt to gain unauthorized access to any system or information is prohibited.
3. EIS reserves the right, in accordance with legal and regulatory mandates, to monitor, archive, audit, or purge the contents of electronic communications, files, and other material created or stored using EIS technology, or data transmitted over EIS networks.
4. EIS reserves the right, in accordance with legal and regulatory mandates and as authorized by the Senior Management team/Managing Director, to access or disclose, for investigative purposes, the contents of electronic communications, files, and other material created or stored using EIS technology or data transmitted over EIS networks.

5. Failure by any individual using EIS technology to comply with this policy will result in the temporary or permanent restriction of technology access privileges, in addition to any applicable disciplinary actions or financial obligations.

Access Controls

1. Individuals using EIS technology will authenticate using individual account credentials. Exceptions will be approved by the Senior Management team/Managing Director
2. Individuals are prohibited from sharing EIS assigned account credentials unless permitted by the Senior Management team/Managing Director.
3. Individuals are granted access to EIS data and resources based on a least privilege methodology.
4. Access to EIS technology, granted by virtue of the individual's role, will be terminated when the individual's role is fulfilled or terminated.

Technology Equipment Accountability

1. All EIS technology equipment will be accounted for and tracked by location and functionality in an automated system before distribution.
2. EIS technology equipment will be audited periodically to ensure consistency and accuracy of the automated inventory system.

Network Security

All EIS technology networks will be designated as open or restricted.

1. Restricted EIS technology networks will be configured to protect against unauthorized access.
2. Individuals are prohibited from connecting non-EIS technology to restricted EIS networks without prior approval from the Senior Management team/Managing Director.
3. Individuals may connect non-EIS technology to open wireless EIS technology networks in accordance with Responsible Use of Technology and Social Media Policy.

Physical Security

1. Physical access to data centers, main distribution frames (MDFs), and intermediate distribution frames (IDFs) will be controlled to prevent and detect unauthorized access to these areas. Access to these areas will be granted to those persons who have legitimate responsibilities in those areas.
2. All data centers will be secured using technologies that monitor individual access and provide auditable access logs.
3. Individuals responsible for EIS technology must take reasonable steps to ensure the physical security of EIS technology.

Configuration Management

1. EIS technology system will be evaluated and monitored for appropriate security controls and effectiveness and approved by the Senior Management team/Managing Director.
2. EIS technology system will be monitored to confirm configuration and to determine the effectiveness of security controls.
3. All changes, including methods for transmitting and storing confidential data, will be approved and documented by the Senior Management team/Managing Director.
4. The Senior Management team/Managing Director will maintain a process for creating, managing, and documenting account credentials.

Electronic Communications

1. Individuals will have no expectation of personal privacy or confidentiality of any electronic communication when using EIS technology.
2. EIS technologies that store or transmit employee data, student record data, financial data, or other legally confidential data will implement appropriate authentication and encryption technologies to prevent unauthorized access or modification.
3. Individuals using EIS technology will ensure that both their usage and electronic communications content are in compliance with all other EIS policies.

Technology Security Incident Response

1. All EIS technology security investigations will be authorized by the Senior Management team/Managing Director.
2. EIS will monitor its technology for potential security incidents.
3. EIS reserves the right to access, record, restrict, or remove any content or device suspected of contributing to a security incident, with prior written approval from the Senior Management team/Managing Director. All security investigations will be documented by the Senior Management team.
4. The Senior Management team/Managing Director will conduct all EIS technology security incident investigations in strict confidence.
5. Investigations into incidents involving a potential breach of an individual's private data will include the following:
 - Notifications to individuals will be required if it is determined that an individual's personal information has been breached and misuse has occurred or is likely to occur.
 - If misuse is not likely to occur, as in cases where the information breached was protected by encryption and there is no evidence the encryption key had been compromised or disclosed, notifications to individuals will not be required.

Storage Media Handling and Disposal

1. Access to EIS storage media including, but not limited to, floppy disks, magnetic tapes, hard disks, CDs, DVDs, USB memory sticks, etc., will be secured utilizing the least privileges methodology.
2. All service to EIS computers and servers will be performed onsite by authorized EIS personnel or authorized contractors. If a computer or server must be taken offsite for service, all hard drives, CDs, and DVDs will be removed prior to the equipment leaving the premises. If removal of any/all hard disks, CDs, or DVDs is not feasible, prior approval will be obtained in writing by the Senior Management team/Managing Director to remove the equipment.

All EIS storage media including, but not limited to, floppy disks, hard disks, CDs, DVDs, USB memory sticks, etc., will be disposed of in accordance with the school requirements.

System Security

1. EIS will employ technology security measures, including monitoring, to ensure the confidentiality, integrity, availability, and accountability of its technology and data.
2. Open wireless networks will be configured to notify users of network monitoring capabilities and the provisions of Responsible Use of Technology and Social Media Policy.

3. Individuals shall not attempt to circumvent, modify, or disable technology security measures implemented by EIS. These measures include but are not limited to:

- Anti-malware software
- Internet content filter
- Network firewalls
- Computer and server administrative management software

4. Wireless access points will be configured utilizing at least Wi-Fi Protected Access (WPA) encryption.

Account Credential Assignment and Use

1. Credential Assignment

- EIS employees and students will be assigned individual account credentials once their association with EIS has been verified.
- Account credentials are role-based and will be revoked when the individual's role is fulfilled or terminated.

2. Password Requirements

- Passwords will meet established length and complexity requirements and will not match the account username.
- Temporary passwords must be changed upon first login.
- Passwords will expire at regular intervals, and account credentials will be modified as necessary, based on changes in employment or enrollment status.

3. Shared Account Credentials (credentials used by more than a single individual)

- EIS may create shared account credentials in support of specific tasks with the approval of the Senior Management team/Managing Director.
- Shared accounts will only be used for the specific tasks for which they were intended.

Violations of the Policy

A. Any individual who suspects a violation of this policy or these implementation procedures will report the alleged violation to the Senior Management team for investigation.

B. The Senior Management team will report the suspected violation to the Managing Director for further investigation and potential disciplinary action.

C. In cases that may be criminal in nature (threats, stalking, harassment, etc.) or that may pose a safety threat, an investigation will be conducted in consultation and cooperation with the Senior Management team/Managing Director.

D. In cases of probable or potential harm to an individual, appropriate follow-through and communication with the individual in danger and others who are in a position to protect that individual from harm including, but not limited to the police, if necessary, must be undertaken by the individual who discovers the probable or potential harm.

E. Suspicious activity can be reported anonymously through the suggestion/complaint box.

Responsible Use of Technology and Social Media Policy



The school expects that all individuals will act in a responsible, civil, ethical, and appropriate manner when using technology for EIS-sanctioned activities.

The purpose of this policy is to define expectations for:

- The responsible use of technology and social media for EIS-sanctioned activities.
- The responsible use of technology and social media to enhance EIS process and improve system wide communications efforts.
- Maintaining the safety and privacy of individuals.

Compliance

1. Electronic students' and personnel's records, as well as other students' records and personally identifiable information, will be kept confidential and secure.
2. All digital tools and social media used with students for EIS-sanctioned activities will be authorized before use in accordance with the selection of instructional materials.
3. EIS technology and authorized digital tools and social media are accessible for instructional use and EIS-sanctioned activities consistent with current students' and employees' roles and instructional requirements.
4. All EIS technology, digital tools, and social media will comply with licensing and fair use agreements and applicable policies. Individuals will abide by the terms of service and privacy policy.
5. All authorized digital tools will comply with the state's law, protecting children's privacy.
6. In order to comply with the state's law and protects children's privacy:
7. EIS will deploy technology that attempts to filter abusive, libelous, obscene, offensive, profane, threatening, sexually explicit, pornographic, illegal, or other inappropriate material that is harmful to minors.
8. Employees will monitor online EIS-sanctioned students' activities including social media and digital tools, to the extent practical.
9. Staff will provide ongoing instruction to students concerning responsible, appropriate, and civil online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response.
10. Staff is prohibited from requesting or requiring an employee or applicant for employment to disclose any account credentials used for accessing a personal social media account or service.

Professional Use

1. Professional social media accounts created by employees are the property of EIS.
2. An employee must relinquish information necessary to maintain a professional social media account and may no longer access the account if the employee's job responsibilities change or employment is discontinued through resignation, retirement, termination, or any other cause.

Accountability

1. The destruction or theft of EIS technology as the result of negligence or misuse will be the financial responsibility of the responsible individual(s).
2. Individuals assume full responsibility for personally owned technology devices; therefore, EIS is not responsible for any personally owned technology devices.

3. Digital tools and social media used for EIS-sanctioned activities may be monitored for appropriate use. EIS may also access, monitor, archive, audit, purge or disclose the public contents of material created, stored or accessed through personal digital tools and social media accounts when possible and permitted by law.
4. EIS reserves the right to enable or disable interactive features on social media and to remove content inconsistent with the stated purpose, mission, and guidelines posted for the use of the social media.
5. Failure by any individual to comply with this policy may result in the temporary or permanent termination of technology access privileges, in addition to any applicable disciplinary action or financial obligation.

Individual Responsibilities

1. Individuals will take reasonable precautions to protect EIS owned technology equipment against damage, theft, and/or loss. If necessary, individuals will follow the appropriate process and/or procedure for reporting damage, theft, and/or loss.
2. Individuals will not engage in unauthorized activities. These include, but are not limited to:
 - a. Accessing information for which the individuals do not have privilege
 - b. Knowingly deploying computer viruses or software with malicious intent
 - c. Violating copyright laws or privacy rights of others
 - d. Plagiarizing
 - e. Accessing EIS-owned technology via another individual's account credentials
 - f. Damaging EIS technology
 - g. Circumventing or disabling technology protection measures put in place by the SMT/Managing Director
3. Individuals will secure and safeguard data stored on EIS technology.
4. Individuals using digital tools and social media for EIS-sanctioned activities will use the most restrictive privacy settings when appropriate and available.
5. Individuals using EIS technology will not intentionally create, access, share, download or print content that:
 - a. Depicts profanity, obscenity, the use of weapons, terrorism, or violence Promotes use of tobacco, drugs, alcohol, or other illegal or harmful products
 - b. Contains sexually suggestive messages
 - c. Is sexually explicit or obscene
 - d. Depicts gang affiliation
 - e. Contains language or symbols that demean an identifiable person or group or otherwise infringe on the rights of others
 - f. Causes or is likely to cause a disruption to EIS activities or the orderly operation of EIS
 - g. Contains rude, disrespectful, or discourteous expressions inconsistent with civil discourse or behavior.
 - h. Constitutes bullying, cyberbullying, harassment, or intimidation.
 - i. Reasonable exceptions to this provision may be made for students conducting research under the direction of an instructor and employees completing EIS related responsibilities. Specific permission will be granted regarding the nature of the research to be conducted and the type of files related to that research which might be accessed or created.

6. Individuals will authenticate using EIS active directory credential assigned to each individual, when using EIS owned or personally owned devices.
7. EIS has the following expectations for individuals using personally owned technology during EIS-sanctioned activities:
 - a. Individuals will use personally owned devices in accordance with all EIS policies. Failure to comply with these policies may result in the removal of temporary or permanent use privileges in addition to any disciplinary action.
 - b. Individuals will use devices in a responsible, civil, ethical, and legal manner.
 - c. Individuals will assume full responsibility for their personal technology devices and the content stored on these devices.
 - d. Individuals will ensure that their personal technology devices contain up to date operating system and relevant software patches and anti-malware software.
 - e. EIS will not be liable for any costs incurred related to the use of personal technology devices, including but not limited to, usage fees, upgrades, damages, and replacements.
 - f. Individuals will have no expectation of personal privacy or confidentiality of any electronic communication when using EIS networks.
 - g. Individuals will not store confidential EIS information, excluding the device owner's personal information, on personal technology devices.
 - h. Individuals will not use personal technology devices to create or access abusive, libelous, obscene, offensive, profane, threatening, sexually explicit, pornographic, illegal, or other inappropriate material during EIS-sanctioned activities.
 - i. Individuals will not use personal technology devices to gain or attempt to gain unauthorized access to any system or information.
 - j. Individuals will not use personal technology devices to circumvent, modify, or disable technology security measures implemented by EIS. These measures include but are not limited to:
 - Anti-malware software
 - Internet content filter
 - Privacy settings and/or parental controls
 - Network firewalls
 - Computer and server administrative management software
 - k. Personal technology devices placed on EIS network may not disrupt normal network activities
 - l. Individuals are responsible for reporting any inappropriate material they receive on personal technology devices.
8. Employees selecting online resources will evaluate the resources to ensure that they meet the curricular needs of students and are appropriate for the developmental level of the students.
9. EIS employees will ensure students are authenticating to the network when using EIS-owned or personally owned devices.
10. Upon request, employees will provide the administration access to any professional social media accounts or forums they have created.
11. Any postings by employees will not reference, link or contain:
 - a. Statements that could be viewed as malicious, obscene, threatening or intimidating; that disparage students, employees, parents or community members; or that could be viewed as harassment or bullying.
 - b. EIS password-protected proprietary items, private, confidential or attorney-client privileged information such as assessments, and personnel issues.

12. Employees are responsible for all communication sent from their accounts. When using electronic accounts to correspond with parents and students, employees will use an approved EIS communication system.
13. Employees will ensure the confidentiality and privacy of student, staff and Ministry's data. Employees will only share confidential data when directed to do so by the SMT/Managing Director.
14. Employees will ensure that when parents have requested that their students are not photographed, those students do not appear in EIS publications, including social media. This restriction does not apply to extracurricular events that are open to the public.
15. Employees will not use EIS logos or trademarks for personal use.

Violation of Policy

- Any individual who suspects a violation of this policy or these implementation procedures will report the alleged violation to the SMT for investigation.
- The Senior Management team will report the suspected violation to the Managing Director for further investigation and potential disciplinary action.
- In cases that may be criminal in nature (threats, stalking, harassment, etc.) or that may pose a safety threat, an investigation will be conducted in consultation and cooperation with the Managing Director.

Students' Guidelines for Using ICT

- Only use computers when a teacher is present to supervise.
- Do not modify, delete, or copy any programs, applications, or operating system files.
- Use only school-approved programs on the computers.
- Do not load, download, or install any software or programs on the computers or networks.
- Avoid moving, damaging, or attempting to damage any computer peripherals (e.g., mouse, keyboard, printer, speakers, microphone, headphone, CPU, monitor).
- Save data only to assigned locations; system space is limited and may be periodically cleared.
- Personal storage devices (USB flash drives, external hard disks, CDs, etc.) may only be used with approval from the ICT teacher.
- Non-educational games are prohibited at all times. If unsure whether a game is educational, consult your ICT lab teacher.
- Clean your workspace after use by straightening the mouse, keyboard, and pushing in your chair.
- Keep device volume muted unless using headphones.
- Log out of all web applications or e-portals when finished.
- Clean your hands before using the devices and refrain from touching them when the teacher is speaking. No food or drinks are allowed inside the lab.
- Practice typing at home to meet middle and high school expectations and enhance your experience with technology projects at EIS.

Online and Media Expectations

- Prioritize safety, respect, and responsibility in all online activities.
- Utilize school resources solely for educational purposes.
- Refrain from altering device settings.

- Only capture or record images or videos of students if explicitly instructed to do so.
- Report any technical issues or equipment problems to the ICT teacher immediately, rather than attempting to resolve them independently.

Focus on Learning - not Distracting

- All school accounts and devices are to be used exclusively for school-related activities. (No messaging or chatting for non-school purposes.)
- Stay on topic during all school-related tasks.
- Use proper writing; avoid junk typing or texting lingo.
- Ensure all images are educational and appropriate for school.
- Do NOT share answers for any assessments.

Our Digital Citizenship Pledge

- I will communicate responsibly and kindly with others.
- I will respect other's ideas and opinions.
- I will give proper credit when I use other's work.
- I will protect my own and other's private information.
- I will stand up to cyberbullying.
- I will avoid and report any harmful or inappropriate content I come across online.

If you have any questions, please contact the administration office: Phone: 44981133/44981155
Email: admin@eliteintschool.net