



Horiz

## Horizon International School



**WELCOME**

Horizon International School



**The soul should always stand ajar,  
ready to welcome the ecstatic  
experience.**

Emily Dickinson

# The School Council Policy

## Code of Ethics for School Council Members

The Council recognizes that collectively and individually, all members of the council must adhere to a code of ethics.

**The council Member Ethical Requirements the following considerations will guide each member in the performance of his official duties:**

- 1- the need to obey all applicable country laws Regarding official actions
- 2- the need to uphold the integrity and independence of the council member.
- 3- the need to avoid impropriety in the exercise of the council member's official duties
- 4- the need to perform faithfully the duties.

**Each member of the council commits to the following:**

- 1- attend all regularly scheduled council meetings in so far as possible and become informed concerning the issues to be considered at those meetings.
- 2- endeavor to make policy decisions only after full discussion at the council meetings
- 3- render all decisions based on the available facts and independent judgment and refuse to surrender that judgment to individuals or special interest groups.

4- encourage the free expression of opinion by all council members and seek systematic communications between the council and the students ,staff and all elements of the community.

5- work with other members to establish effective council policies .

6- learn about current educational issues by individual study and through participation in programs providing needed information

7- support the employment of those persons best qualified to serve as school employees and insist upon a regular and impartial evaluation of all employees .

8- avoid being placed in a position of conflict of interest and refrain from using the council member's position for personal or partisan gain .

9- take no private action that will compromise the administration or the board and respect the confidentiality of information

10- remember always that a council member's first and greatest concern must be the educational welfare of the students attending the school .

The council is a body corporate and has general control and supervision of all matters pertaining to the school . The members lead and direct through the formulation of the goals and the objectives. They also create policies

## The role of The School Leader and Governing Bodies

School governing bodies are responsible for working with the school to ensure that it delivers a good quality education. Together with the principal, who is responsible for day-to-day management, they set the school's aims and policies.

### Key roles of governors:

- To ensure clarity of vision, ethos and strategic direction
- To hold the principal to account for the educational performance of the school and its pupils, and the performance management of staff
- To oversee the financial performance of the school and make sure its money is well spent

### They also carry out a number of other important duties, which include:

- Determining how the school's budget is spent
- The appointing and dismissing of staff
- Forming policy on the school's curriculum and collective worship
- Setting standards for students' behavior and discipline
- Making sure school buildings are welcoming and safe
- Setting and monitoring the school's aims and policies

### Effective governance will include these core features:

- Commitment to ongoing development and to getting to know the school well, including effective induction.
- Commitment to playing an active part whilst working as part of a team.
- Ability to provide robust challenge and hold school leaders to account whilst listening to and respecting the views of others.

# School

## Recruitment and Retention Policy

### School Vision Statement

We, at Horizon International School, guarantee an environment that fosters the students to acquire an excellent education, focusing on quality not quantity, taking into consideration the significance of their Arabic culture and **their participation in an increasingly global society.**

### Mission Statement of Horizon international school

To guarantee an environment that fosters the students to acquire an excellent education, the school staff will use a variety of **Ways** to achieve the following beliefs.

1. producing quality **services and activities** that participate in developing both the individual and the community
2. introducing quality **values and skills** to our students **to be global citizens** .
3. constructing a community that brings a variety of nationalities in harmony

# Recruitment and Retention Policy

Horizon International School is committed to safeguarding and promoting the welfare of all students.

## 1. Purpose

The purpose of this policy is to ensure that safe and fair recruitment practices are rigorously enforced and that the school adopts a coherent and consistent approach to recruiting and retaining staff of the highest caliber, who will help achieve the school's vision. We believe that our staff are our most important resource and that our student's learning should be managed by highly motivated and capable staff with relevant skills.

## 2. Guidelines for implementation

### 3.1 Identification of the need for an appointment

The staffing structure and need for certain posts will be assessed when a member of staff leaves, when the budget is under review or at other appropriate times.

### 3.2 Documentation

Before advertising, the concerned bodies will ensure appropriate documentation is available for prospective applicants including an up-to-date job description and person specification.



Once the need for an appointment has been identified, the school will proceed to advertise internally, locally and nationally as appropriate. Advertisements will carry information about the school.

Potential candidates will be sent an information pack containing the following:

- An up-to-date Job description and person specification
- Details of how to apply and the closing dates
- An application forms

The process of attracting highly qualified teachers

- Advertisements
- Publicity materials
- School website
- Job description and person specification
- Invitation to interview

### **3.3 Applications and short listing**

An appointment team will be established at this stage which will usually consist of:

- senior members of staff
- Other relevant staff

## Selection Procedures

Interview will normally take place over the course of a day

A variety of selection procedures will be used, relating to essential and desirable characteristics including competencies identified within the person specification for example:

**Competency based questioning**– candidates are asked a series of probing questions around past activities to establish what experience they have of typical situations (e. g running a project, leading a team, communicating with angry parents), what they did, what happened as a result, what they learnt about such situations, what they might do differently, what feedback they have received.

**Critical Incident interviewing**– candidates are asked to talk about particular events or development in their career. This can provide insights into motives and ways of working.

**Teaching a lesson.** This provides very important information especially about how well the candidates plan lessons, how they interact with pupils and how well they teach. This does need careful planning and pupils need to be told in advance what they are doing and why. Where it is not practical for a lesson to take place, something as simple as a discussion between the candidate and pupils can provide useful insights.

**Presentation.** Useful for appointments or other senior posts where the ability to present information and ideas.

### **3.4 The appointment**

Taking all the evidence gathered, the panel makes its choice. The successful candidate is made a verbal offer of the post. If they accept, then they are sent a formal offer.

The unsuccessful candidates are informed and offered a debrief on their performance.

### **3.5 Safeguarding procedures on the interview day**

During the day, the following checks will be made

- Proof of identity
- Academic qualifications

### **3.6 After the Appointment**

The successful candidate will be sent a formal offer of the post which they must respond to in writing. A contract of employment will be issued in due course.

# Conflicts of Interest Policy

**There is no right or wrong approach to handling potential conflicts of interest. The issue is about the application of common sense . The key principles to any effective policy are as follows:**

**1-Define the conflict of interest in the school.**

**2- Consider the future likelihood of such conflicts.**

**3- Agree the method of declaring an interest.**

**4-Agree the method of addressing the conflict.**

**School board members have an obligation to act in the best interests and in accordance with the governing documents**

# The School History

Horizon International School

The school was founded in 1999 by Dr. Jawaher Al Hargan in a small villa with almost **150** students in **KG** through grade**3** . The School Principal at that time was Mrs. **Amira**.

Although the school building was limited in a large flat, the wise administration of the founder started to achieve a clear success. The school's enrollment increased steadily since then, and due to increasing development in Riyadh, Horizon International School went from less than **150** students to over **500** between the years **2000 - 2005**.

Later, a new principal came to steer the wheel of the school but didn't stay more than two years. In **2007**, Mr. **Ghaith**, the current executive director , came to the lead and started a new era of the school history. Under his wise leadership with the great support of Mr. **Badr**, the owner and the school staff , the school started to achieve a great success. In the first year of his administration and in response to the ministry laws, the school started applying a full segregation process by which the school was distributed into three separate divisions: the boys section, the girls

section, and the kindergarten section. Furthermore, with the assistance of the school staff, the leadership team founded the basis of the school as being a well-organized educational association that assists in providing the expatriate community of Saudi Arabia with an elegant service.

In 2010, the school reached its full capacity, about 7500 students. From that time until now, the school is still witnessing several ongoing developments with an increase in number of the population of the school .

In 2013, the success of the school was crowned by acquiring the WASC and Then AIAA accreditations in 2015. This accreditations opened the gates for the students to get accepted into the international world of education. Nowadays, the school is standing one of the prominent international schools in Riyadh.

Currently Horizon International School serves up to 1335 students in grades KG to level 12 . The majority of our students in KG – Grade 12 are Jordanians and Egyptians.. The school's size is sufficient for the number of students, yet it contains a highly qualified staff that introduces a quality service. The school is implementing an international curriculum and applying an American International



Program. We are looking forward to better education and wonderful future. The classrooms are well furnished. Mostly all the facilities are available including libraries and laboratories. In 2019, **Mr. Ahmed Abu Samra** took the lead as an executive director with power and ambition.

### **The Community We Serve**

Horizon International School is a twelve– grade school located in Al Worood District, Riyadh. The residential surrounding neighborhood is composed mainly of rich Saudi families and other foreigners with high standard of living. Since the first day of its beginning, the school administration was planning for providing the community it serves with best learning quality; so many plans have been set to continuously improve the school and ensure its progress. The school spends much of its funds to support its needs. Until now, the school continues to pursue its mission and vision.

The school's capacity over the past years kept up the full capacity, and it is only the building that hinders the increase of the school population. All of the students are foreigners and Saudis enrolled by law. Most of our students come from the neighboring areas and are of diverse ethnic backgrounds which include Asia and Africa whose parents are actively involved in the school.

Our **guided self-study** began in April, **2013** with members of our leadership team serving as chairs of each group. Many stakeholders within our school community joined the study process. These members included principals, teachers, parents and students. All members provided valuable comments and observations. This process strengthened our community. Our faculty met to discuss, review and make decisions in the planning process for each task.

The parent support group and community stakeholders were given process and offered suggestions to various summaries, analysis, and surveys, announcements and requests for participation and feedback allowed people, teachers, and

representatives the opportunity for involvement in the study process. The materials and procedures used in the self- study were extensive. The materials included the assessment program, writing assessment results, reading and math tests. Teachers, parents and students were surveyed. Testing and survey data were used extensively to analyze academic and non-academic progress and establish plan goals.

Committee chairs provided outstanding leadership and dedication while working through long hours of locating, organizing, and analyzing data. They provided guidance to committees as well as encouragement

## School Description

Currently Horizon International School serves up to 1920 students in grades KG to level 12. The majority of our students in KG – Grade 12 are Jordanians and Egyptians. There are some Saudi students. The school's size is sufficient for the number of students, yet it contains a highly qualified staff that introduces a quality service. The school is implementing an international curriculum and applying an American International Program (WASC) and (AIAA) and (Cognia). We are looking forward to better education and wonderful future. The classrooms are well furnished. Mostly all the facilities are available including libraries and laboratories.

## School Type:

**KG 2:** It is comprised of 2 classes: KG2n, KG2z, KG2C

The total number is 35 students

**KG3:** It is comprised of 3 classes: KG3h, KG3o, KG3r

The total number is 53 students

**Elementary School:** This stage contains 15 classes in grades 1 through 5.

**Grade 1:** It is made up of 5 classes in the girls' section.

**Grade 2:** It is made up of 3 sections *in the boys' section*, 3 classes *in the girls' section*.

**Grade 3:** It is made up of 3 sections *in the boys' section*, and 3 *in the girls' section*.

**Grade 4:** It is made up of 7 sections *in the boys' section*, and 3 *in the girls' section*.

**Grade 5:** It is made up of 6 sections *in the boys' section*, and 4 *in the girls' section*.

**Middle school:** In this stage, our school has 8 classes, distributed as follows:

Grade 6: 7 sections, in the boys' sections, **3** in the girls' section

Grade 7: 6 sections, in the boys' section, **3** in the girls' section

Grade 8: 5 classes, in the boys' sections and **3** in the girls' section

Grade 9 , 5 class in the boys' section and 3 in the girls' section

Grade 10, 4 class in the boys' section. and 2 classes in the girls' section .

Grade 11 , 3 class in the boys' section and 2 in the girls' section

Grade 12 , 2 in the boys' section and 1 in the girls' section.



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# **The Characteristics of the School**

Horizon International School

Horizon International School

# Leadership

**A good objective of leadership is to help those who are doing poorly to do well and to help those who are doing well to do even better.**

The Horizon International Leadership is those wonderful people with outstanding qualifications and experiences in the field of education with wise decisions and directions. They focus on the administrative and the academic aspects and they are very keen on the welfare of the students and the communication between the school and parents.

The process of reviewing and revising of the school's purpose is clearly documented. The process is implemented with faithfulness and loyalty. The process included participation from stakeholders. Our purpose focuses on the students' success. Commitment to our shared values and beliefs about teaching and learning is clearly evident. We have challenging educational programs and equitable learning environments. the school's data and profile show how the school is committed to the purpose and the direction.

We have clear mission and purpose statement that is directly related to the success of all our students. We have different plans and action plans like the school improvement

plan and the professional development plan that pave the way to the great success of the students.

Many elements go into making a quality learner like health ,early childhood experiences and home support. Also regular attendance for learning . We have done our best to provide our students the quality learning environments in well – equipped classes and labs . We believe that there is a relation between the class size and the students achievements.

Quality content is vital here and that is why we selected standards – based curriculum in all levels and stages . We focus on skills and concepts and we do our best to take learning from between lines to the open air areas and to real life situations .

The quality is always observed in the methods of teaching too as long as we have student – centered curriculum .

# Leadership

## The tasks of school leaders are:

- The commitment to the school's purpose and direction.
- The effectiveness of its governance and leadership to enable the school to realize its stated objectives.
- The ability to engage and involve stakeholders in meaningful and productive ways.
- The capacity to implement strategies that improve learner and educator performance.

# Decisions

Horizon International School

During the past six years, the school board members made significant decisions that poured into the school success and improvement.

The decisions can be classified as follows:

### **A. Administrative Development**

1- Establishing a very well – organized administrative structure for the school

( **The School Hierarchy** )

2- **Job Description**

3- **Responsibilities of coordinators and teachers**

4- **Acquiring three different accreditations** for the school

5- **Planning** for the development and communications

6- IT Department for the internet network, **school data system** and **training** staff and students.

## School Building Improvement

- 1- Moving to another new building equipped with different facilities , resources and services that are vital to meet the requirements of the process of teaching and learning .
- 2- They decided to make the playgrounds with their umbrellas safe and comfortable for all the students
- 3- libraries , labs and a theatre are established to support the curricular and the extra- curricular activities .
- 4- A resource room was finally established with all the devices and resources just for the students to practice differentiation and to apply the differentiated instructions for the students who are in need .

## Academic Development

- 1- Adopting and implementing the common core state standards .
- 2- Establishing a fixed framework for curriculum
- 3- Acquiring the full accreditations from two prominent international accrediting associations: WASC and AIAA . We are about to acquire AdvancED soon to be the Polestar of the school.
- 4- Providing Training courses indoors and outdoors.



5-Providing **Professional Development plan** for developing and increasing the potential of the teachers and providing the instructional staff with knowledge of the content and the pedagogy.

### **Services and Resources**

1-Providing the students with all the **academic resources and services** required to achieve the expected outcomes.

2-Installing **smart boards** in all classrooms with internet.

3-Providing students with **online access** to the learning resources.

4-Adopting **Pioneer** , an online program that manages and controls the work ,activities , communication , data analysis and different activities for all the stakeholders.

5-Providing a **phone application** to the parents for communication and comments.

6- A plan for hiring **native speakers**.

# **HIS Vision and Mission**

Horizon International School

## The Vision and Mission Policy

A. The school vision and mission statement is a process that shapes the school's future and drives the school, staff and students to succeed.

**Horizon International School** reviews its vision and mission **on an annual basis**.

B. The process has three main stages: **Revision, Creation and Implementation**.

C. The process is governed by: **Steering committee**.

D. All stakeholders should be involved in the process.

**E. The vision statement has the following characteristics:**

- 1- Based on a long-term view of the school and hence it provides safety, continuity and stability.
- 2- The vision motivates all stakeholders.
- 3- Understood and shared by all members and stakeholders.
- 4- Easy to communicate. It answers the question, "Where do we aim to be?"
- 7- The mission provides direction for doing the right things.

# Leadership is the Capacity To Translate Vision into Reality

## School Vision

We, at Horizon International School, guarantee an environment that fosters the students to acquire an excellent education, focusing on quality not quantity, taking into consideration the significance of their Arabic culture and their participation in an increasingly global society .

## Mission Statement of Horizon international school

To guarantee an environment that fosters the students to acquire an excellent education, the school staff will use a variety of ways to achieve the following beliefs.

4. producing quality services and activities that participate in developing both the individual and the community
5. introducing quality values and skills to our students to be global citizens .
6. constructing a community that brings a variety of nationalities in harmony

# Values and Beliefs

Horizon International School

## Capacities

1-The capacity to share **values and beliefs and rules** within the school community that shape the school 's social norms and create opportunities for everyone to be successful.

## Core Values

We believe in addressing the needs of the whole child, fostering students' intellectual growth, creativity and wellbeing.

We believe successful instruction is student focused and allows learners to construct knowledge and develop critical thinking skills while showing continuous improvement.

We believe that every educator is an active contributor to a community of learners focused on continuous improvement.

We believe in the interconnectedness of school, families, and the community and in partnering to provide broad educational opportunities.

## **Our values and beliefs about learning**

- 1- We believe that we are the authorities and it is our role to transmit information and skills to students.
- 2- We believe that our students have innate desire to learn and to create meaning.
- 3- We believe that all our students can learn.
- 4- We believe that regular feedback is vital for teachers , students and parents .
- 5- We believe that students need to be motivated to learn by external pressure.
- 6- We believe that students' learning can be demonstrated effectively in a written test.
- 7- We believe that students learn best when they integrate experience , imagination , information and application.
- 8- We believe that students learn best when their performance is compared to the performance of others.
- 9- I believe that students can and do learn from each other.
- 10- We believe that the prime purpose of the school is to prepare students for the future careers.

## **Our values and beliefs about Instruction**

- 1-We believe that instruction ensures that students are active , self – directed , inquisitive learners .
- 2- We believe that instruction provides students with the opportunity to tackle authentic problems.
- 3- We believe that instruction provides students with opportunities to use their skills appropriately within and across disciplines.
- 4- we believe that instruction ensures that students have equal opportunities to work alone and to reflect on their learning , to work cooperatively and collaboratively in realistic settings .



## **Our values and beliefs about Curriculum**

1-We believe that our curriculum has purposes.

2- We believe that our curriculum ensures that all students practice and achieve all the learning expectations.

3-We believe that opportunities for students to practice are embedded in multiple curriculum areas.

4- we believe that our curriculum emphasizes the depth of understanding and application of knowledge through:

- \* inquiry and problem solving
- \* higher order thinking
- \* cross – disciplinary learning
- \* authentic learning opportunities both in and out of school
- \* informed and ethical use of technology

## **Our values and beliefs about Relationships**

Values influence the way we view the world, the decisions we make, and ultimately our behavior itself. Values help us to gain real clarity about who we are and what we stand for. They are the family's ideas or strong personal beliefs about what is important and what is not. In addition, they guide us to what is good and what is bad; what is right and what is wrong. Values give meaning and direction to every part of the school's life.

Parents can communicate values first by setting the example they want their children to follow.

Parents need to talk about their family values and why these particular things are important to their family. They also need to help children learn to respect the values of others.

# The School Wide – Learning Outcomes

OUR Students will be ....

- 1- Excellent communicators
- 2- Creative
- 3- Problem solvers
- 4- Global Citizens

Horizon International

## Reviewing Our Vision

Review the school's existing vision statement and other documents that describe the school's vision is done annually .

When designing our vision which aims at quality not quantity and excellent education , We tried to answer the following questions to be able to know where we are and where we want to go.

### ● What kind of school do we hope to be?

We must focus on giving the best education and creating a lifelong passion for learning among our students. We need to be a school where excellence is expected from every student, regardless of their background. "We are what we repeatedly do. Excellence, then, is not an act but a habit." This idea is central to creating a culture of excellence at our school.

### ● What should be reflected in our vision statement?

- Creativity, innovation, and a desire to challenge the status quo will affect what and how we teach and the intellectual ambitions of the university itself. We need to focus on the quality in the way we teach and in the material we teach . We should prepare the safe and healthy environment for all the stakeholders.

## ● **What do we need to do differently to achieve this vision?**

We need to focus on the student centered curriculum that is based on world - wide standards in order to acquire the sense of quality and to have excellent education. We need to improve our means of communication with all the stakeholders and to spread our vision and our new image of what we should to be. We also need to adapt the most innovative methods of teaching like problem – solving learning , Inquiry – based learning and project – based learning

## ● **How are we different from other schools?**

We pride ourselves on giving our students the best chance at success.

We're all equals here that like to express our individuality...our students love that they can show their own style and personality.

Understanding students from all sorts of backgrounds and cultures is a strength of ours and we love the fact we have a diverse, colorful culture.

From the get go, you are treated as a unique individual

We are always looking for ways to keep moving forward in terms of new programs, exciting pathways

## **What unique opportunities or pathways do we offer?**

We provide opportunities for students to explore career pathways

Our students will be well prepared academically for life and for the world of work

We equip our students with everything they need to succeed during their time with us and beyond.

We offer a wide variety of routes to the university.

We involve our students with various curricular and extra - curricular activities.

## **A few questions to generate dialogue about revising our vision are:**

- **What do you see in the existing vision statements?**

Hope , power and a pathway for the future.

- **What pedagogical beliefs or values are reflected in the vision ?**

The values and the beliefs in the learners who will get the best education depending on quality not quantity in all fields . The values and the beliefs in the way we teach aiming at excellent education based on standards – based curriculum and innovative methods of teaching

- **Are there any pedagogical beliefs or values that need to be added to the vision ?**

No need to have other extra beliefs and values as we focus on what our vision inspires us to do .

- **Is there any language that we would like to incorporate into the vision statement?**

The language of the vision and the mission is clear .

## **Mission Statement Review Questionnaire**

HorizonSchool is in the process of updating its strategic plan , which guides the fulfillment of the school's mission and progress towards the attainment of its vision .

The initial phase of this process is the review of the existing mission and vision statements in terms of clarity , adequacy and consistency with current practices at our school.

The following questionnaire seeks input from all the staff.

### **We appreciate your input.**

You will first be given the text of the current vision and mission statements followed by a series of questions . You will be asked for your level of agreement with each statement .

# School Rules

Horizon International School



**Horizon International School** strongly believes that students need an ordered, structured environment in which discipline is seen to be firm but fair. School rules are based on courtesy, common sense and personal safety. The highest standards of behavior and dress are expected and the school will deal firmly with students who behave unacceptably or fail to work satisfactorily.

**The following school rules are based on common sense and good practice:**

### **ATTENDANCE:**

Students must be regular and punctual in attendance at school

### **LATE:**

Students arriving after 6.45am are deemed as late. Students arriving late in the morning **must** sign in at the reception.

### **UNIFORM:**

All students must wear full and correct uniform.

## **MOVEMENT:**

Students must move quietly about the corridors and staircases at all times, keeping to the right hand side. They may not run along corridors or staircases.

## **TOILETS:**

Students should not spend longer than necessary in the toilets. It is forbidden for more than one person to be in a cubicle at any one time. Students should use the toilets at break reducing lesson time use to a minimum. If a student has to leave a lesson to go to the toilet a note of this must be recorded in their planner.

## **BREAKS:**

Students may not be in rooms during the break unless a member of staff is present and has requested them to be there.

## **ABSENCE:**

When a student has been ill , a note must be brought in and handed to the form tutor. Alternatively parents may call the school on the day of absence. A student leaving school to attend a medical appointment or for any other reason should ring home from reception before leaving the premises.

## **MEDICAL:**

In non-emergency cases students may only use the medical room .

## **LOST PROPERTY:**

Lost property may be claimed from the main administration office at the end of the sessions. Property found must be handed to a member of staff. The school accepts no responsibility for the

loss of any article. Money and other articles of value which have to be brought to school should be kept on the student or given to a teacher to look after.

## **DAMAGE:**

All damage to school property must be reported at once to a member of staff. Willful damage may be charged to the student responsible.

## **TRAVELLING:**

Students using school transport or moving about the streets should behave in such a way as to bring credit to the school. If a student behaves outside of school in a way that is likely to damage the reputation of our school, he/she will be subject to the school's disciplinary procedures.

## **LITTER:**

Classes and playgrounds must be kept tidy at all times. All litter must be placed in the bins provided. Students caught dropping litter will be punished.

## **EXITS:**

No students may leave the premises during school hours without permission from the responsible member.

## **SMOKING:**

Students and all adults are forbidden to smoke on or around the school premises. If a student is caught smoking on the school premises parents will be informed .

## **OFFENSIVE WEAPONS:**

No student may have a knife or offensive weapon in his or her possession. Nor may they possess or wear objects or materials likely to damage persons or property.

A student found to be in possession of a knife is likely to be arrested by the Police and permanently excluded from this school.

## **CHEWING GUM:**

Students should not chew gum on school premises or at any time during school hours.

## **JEWELLERY:**

Students are not permitted to wear any jewellery .

## **HOMEWORK:**

Homework should be completed and handed in on time.

## **MOBILE PHONES, PERSONAL STEREO'S AND MP3 PLAYERS:**

These are not be used in school. They will be confiscated and kept securely for collection by parents. The school will not be responsible for investigating the theft of mobile phones, or other valuable items, that should not have been brought into school.

## Classroom Rules

1. Arrive on time with the correct equipment
2. Work hard and allow others to do the same
3. Follow instructions
4. Treat everyone and everything with respect

## Laboratory Rules

1. Never enter a laboratory without the teacher's permission
2. Always listen carefully to instructions
3. Do not run in the lab
4. Coats and bags are to be under the bench at all times
5. Always wear goggles when told to
6. Tie back long hair and loose clothing
7. Do not touch gas, water or electrical fittings unless told to do so
8. Never eat or drink in the lab
9. Report any chemical spills or accidents to the teacher
10. Wash any chemicals off your hand and clothes immediately

## **RESPECT OTHERS**

- Use respectful words and tone of voice when talking to anyone.
- Leave other people's property alone.
- Work to solve problems constructively, without violence or abuse.
- Keep hand, feet and objects to self.

## **BE PREPARED TO LEARN**

- Be in your seat and ready when class begins
- Have appropriate materials.
- Have your homework completed.

## **FOLLOW INSTRUCTIONS**

- Follow reasonable instructions from adults the first time given.

# **Adherence to School Rules and Policies**



Students must keep in mind the following **key rules and expectations**, as well as others brought to their attention by school personnel:

- **Review** school policies, procedures, and regulations, including emergency procedures. Read the school policy manual and comply with all school and building regulations.
- **Be on time** when reporting to school and be regular in attendance. Students are expected to attend school each day unless illness or emergency occurs, arriving at school promptly and remaining throughout the school day. Schedule doctor appointments and other business outside of school hours.
- **Do not leave** the school campus during the school day to run errands or eat.
- **Maintain** frequent contact with the school's principal, staff, and other faculty.
- **Secure** a copy of the school's policy on computer, cell phone, and Internet use, and abide by it.
- **Do not** use school computers to check email or participate on social networking sites.
- **Turn off** cell phones while school is in session. Do not make or accept personal calls during the school day. Use a wrist watch or classroom clock instead of a cell phone to check the time
- **Attend** school events as requested by the principal.
- **Be** sensitive to the values and expectations of the school community.
- **Interact** professionally with colleagues, students, office and all non-teaching school staff, parents, and personnel.
- **Be considerate** and courteous to students, parents, teachers, and other school personnel.

- **Respect** the confidentiality of the classroom teacher, students, and school personnel. HIS students must observe professional ethics and regulations when there is a need to discuss student problems with parents and other teachers.
- **Apply** only those disciplinary methods, conflict resolution, and behavioral procedures that have been approved by the School and that do not undermine the dignity or the basic human rights of individuals, such as corporal punishment.
- **Observe** the standards of dress appropriate to the teaching profession and in accordance with the school policy. For example, jeans, t-shirts, sweatshirts, shorts, and flip-flops are **not acceptable** classroom attire. Students should check with their mentor, cohort facilitator or teacher if they have any questions regarding appropriate and professional dress.
- Students should **provide** the school with a current phone number, mailing address, and email address.
- **Follow** the established school policies regarding cell phone usage. Do not make personal calls unless there is an emergency.

# Quality Not Quantity

## We select our quantity on quality bases

The quality is always there when **selecting curriculum**

The quality is always there when **we interview new teachers** and select some of them

The quality is always there when **we offer services and programs.**

The quality is always there in the way **we teach our students using the most innovative methods of teaching**

The quality is always there in **questioning the students aiming at higher order thinking skills**

The quality is always there in **developing our curriculum depending on standards** to build the skills in our students

The quality is always there in **paving the way for safety and healthy environments** for our faculty and our students

**We always seek Excellent Education**

# School Priorities

**Outstanding teaching and learning programs**

**Supportive learning environment**

**Guided Reading Schema**

**Enquiry – based Learning**

**Excellent Attitudes**

**Higher Attendance**

**Good Relationships**

**Senior teachers**

**Good Leaders**

**Student Information System**

**High Quality Training**

**Technology Training**

**Professional Development**

## Code of Ethics For Teachers

Teachers will strive to develop and maintain professional relationship

Teachers will strive to encourage students to think critically .

Teachers will strive to promote the physical , emotional , social , intellectual and spiritual well being of students

*Teachers will strive to protect the confidentiality of information about students*

Teachers establish honest , open and respectful relationship with parents

Teachers will strive to teach and model those values accepted

Teachers are truthful when making statements about their qualifications and competences

Veteran teachers assist newcomers to the profession

Horizon International School

# Healthy Culture

# Safe and Supportive School Policy

## Policy Statement

1. Horizon International School is safe, respectful and supportive learning and teaching communities.
2. students, families and staff feel accepted, valued and connected to their school. Respectful relationships, fair and equitable processes and embracing diversity are core values .
3. The school establishes safe, respectful and supportive environments for the whole school community, by fostering a positive school culture based on positive relationships and a focus on prevention and early intervention for behavior that may impact safety and wellbeing.

### We do this by:

- building the self awareness, self management, social awareness and social management capabilities of students to engage in respectful relationships;
- applying restorative and disciplinary measures;
- supporting teachers to meet the social and emotional needs of students in the school environment;
- fostering an engaging, inclusive and responsive curriculum and school environment;
- valuing diversity and promoting positive social behavior;
- providing intensive, individualized behavioral support for students who require additional support in an appropriate and timely manner; and
- minimizing the use of restrictive practices and ensuring they are only used as a last resort, where there is a high risk of imminent harm.

## Responsibilities

4. The school is ultimately responsible for the safety and wellbeing of students and staff. The school will provide resources, supports, facilities and environments that foster safety and wellbeing of students and staff.
5. **School staff** including Principals are **responsible for**:
  - creating, evaluating and maintaining a safe, respectful and supportive school environment as described in the policy statement.
  - developing processes and procedures to address bullying, racial, sexual, homophobic, and other forms of harassment and violence .
  - applying restorative and/or disciplinary measures where they are deemed appropriate as part of the school's processes and procedures;
  - intentionally developing students' social and emotional skills;
  - processes and procedures to address bullying, harassment and violence;
  - restorative and disciplinary measures;
  - developing processes relating to protective action to be used when a significant danger is present that may cause injury or harm to individuals.



**Horizon International School**

**Student Protection Policy**

Horizon International School is committed to the safety and wellbeing of its students. Their care and protection is paramount and the School will maintain an environment that minimizes the risk of harm to students and promotes their right to be heard when they feel unsafe. Our School also supports the rights and wellbeing of other members of the school community, including staff, and parents and encourages their active participation in creating and maintaining a safe and inclusive environment for all.

An essential element of the policy is the need to maintain this environment in which every member, especially students, feels safe and valued. Therefore, the **Student Protection Policy** has been developed to provide guidance in maintaining an open and aware community that protects students from harm, including child abuse, and promotes the importance of listening to students and ensuring their wellbeing is cared for. The Student Protection Policy is intended to operate alongside other policies at Horizon School. It outlines the definitions and indicators of each type of abuse to ensure everyone is clear what to look out for and what must be reported. The teaching of personal, social and health education as part of the curriculum, helps to develop appropriate attitudes in our students and make them aware of the impact of their decisions on others. We also teach students to recognize different risks in different situations, and how to behave in response to them. This document also includes a Code of Conduct. The Code clearly describes the expected standards of behavior and boundaries for every member of the school community. In order to protect children and young people there must be awareness and understanding of the different risks and forms of abuse children may be subject to.

### **The aims of this policy are to:**

- Ensure that all staff are clear about the actions necessary with regard to a Student Protection issue;
- Raise awareness of all staff and identify responsibility in reporting possible cases of abuse;
- Ensure effective communication between all staff when dealing with student protection issues;
- Lay down the correct procedures for those who encounter an issue of student protection;
- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with students;
- Raise awareness of student protection issues and equip them with the skills needed to keep them safe;
- Develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse;
- Support students who have been abused in accordance with his/her agreed student protection plan;
- Establish a safe environment in which students can learn and develop;
- Communicate the Code of Conduct to all stakeholders;
- Demonstrate an understanding of the cultural context of the Kingdom of Saudi Arabia in child protection issues.

### **School support for the student:**

Our school recognizes that students who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behavior may be challenging and defiant or they may be withdrawn. Therefore, the School will endeavor to support the student through:

- The curriculum;

- The School ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;

## Roles and responsibilities

### **The Administration will ensure that:**

- All legal and ethical requirements are fulfilled.

### **The Leaders will ensure that:**

- The School maintains an environment where children feel secure, are encouraged to talk, and are listened to;
- Children know that there are adults in the School whom they can approach if they are worried;
- Opportunities for students to develop the skills they need to recognize and stay safe from abuse are included.
- Every member of staff and governing body knows the names of the designated senior staff responsible for student protection and their role;
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for student protection;
- Parents have an understanding of the responsibility placed on the school and staff for student protection by setting out its obligations in the school prospectus;
- Procedures where an allegation is made against a member of staff or volunteer are developed and followed. Safe recruitment practices are always followed;
- It accepts responsibility is for ensuring the Student Protection Policy and Code of Conduct is understood and complied with across the School;
- It provides advice and information on any aspect of student protection and student welfare;

- It ensures the safety and welfare of students, parents and staff members;
- Is responsible for advising and supporting staff members and volunteers when a report of child abuse or inappropriate behavior is made;
- It conducts staff induction programs to educate new staff on the Student Protection Policy, Code of Conduct and the School's commitment to the safety and wellbeing of its students;

**The Counselor will ensure that:**

- Staff, students and parents have a clear understanding of his/her role;
- Establish clear policies regarding confidentiality and communication;
- Ensure an effective appointment/drop in plan is established which ensures students comfort and confidentiality;
- Maintain a system of records which ensures confidentiality;
- Provides advice to students and parents on matters affecting young people;
- Establish contact with external agencies, with referral policies on procedure as appropriate.

**Teachers will ensure that:**

- They are the focal point for all members of the School community in relation to issues of student protection and abuse, and the Student Protection Policy;
- They accept responsibility for the safety and/or welfare of all students at the School;
- They will listen to and counsel students when appropriate;
- The principal is notified if there is an unexplained absence of more than two days of a student who is on the student protection register;
- Written records of concerns about students are kept, even where there is no need to refer this matter immediately;
- All suspected cases of student abuse are reported.

A staff member must notify the Principal if she/he suspects on reasonable grounds that a child/young person has been or is being abused or neglected and the suspicion is formed in the course of her/his work or in carrying out official duties.

There is a duty on the part of the schools to protect their students considered as “children” from all forms of abuse, neglect, cruelty, exploitation and discrimination and other conditions prejudicial to their development. A person does not have to be able to prove that the abuse has occurred. They must accompany the notification with a statement (which may be verbal) of the observations, information and opinions upon which the suspicion is based. They are immune from civil liability for reporting the suspicion in good faith and they are entitled to feedback about the way the notification is being dealt with. As part of creating a safe, open and aware environment at the School, the School will provide training for staff members on their obligations.

### **Physical Contact and Restraint**

The School recognizes that at times, physical contact with a student is acceptable, and also that on rare occasion, it may be necessary to restrain a student for their own protection. To avoid misunderstanding or an allegation of an inappropriate action, it is important for each teacher to take responsibility for protecting themselves. This involves common sense and awareness.

Physical Contact Physical contact may be misconstrued by a student or observer. Touching students, including well intentioned gestures such as putting a hand on shoulder, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their students. It is particularly unwise to attribute touching to their teaching style or as a way of relating to students. Teachers and other staff do however have the right to use reasonable physical force to restrain students in certain circumstances.

Where Physical Contact May be Acceptable There may be occasions where a distressed student needs

comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same student over a period of time. Some staff or volunteers are likely to come into physical contact with students from time to time in the course of their duties. Staff and volunteers should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted. There may be occasions where it is necessary to restrain a student physically to prevent them from inflicting on others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the student. Where a teacher or volunteer has taken action to physically restrain a student they should make a written report of the incident.

# School health services

## The school health service

The school health service aims to promote healthy development and wellbeing so students may reach their full potential.

## What services are available?

Students are better prepared for learning when they are healthy, safe and happy.

### The school health service staff can:

- provide information and support to students (and their families) to help them make informed decisions about their health, wellbeing and development
- carry out health assessments for vision, hearing and general development issues
- if required, refer students to another health professional within the school health service or to other agencies for further assessment, tests, diagnosis, treatment or therapy
- plan and deliver school immunization programs
- work with teachers to support health education sessions
- run student health and wellbeing programs
- help school staff and parents to develop health care plans for students with special needs (for example chronic disease, physical disability or other complex health conditions)



- offer parenting advice
- provide an easy first point of contact to health care for students.

The school health service is a free and confidential service.

## **Emergency situations requiring an ambulance**

Parents are advised to have ambulance insurance, as an ambulance will be called for your child in an emergency situation, if deemed necessary.

## **How to access the school health service**

In secondary schools, a student may make their own appointment or just drop in during advertised health centre

Parents are encouraged to contact the school health service team to discuss any concerns about their child's health or development.

## **Services specific to primary schools**

All children are offered a health assessment before joining primary school..

If you or your child's teacher have specific concerns at any point throughout primary school, an assessment can be conducted.

Parents are advised of assessment results and recommended action or referral.

## Services tailored for adolescent students

Individual students can seek information, guidance and support about a range of issues that may include:

- coping with illness
- culture or racism issues
- feeling anxious, stressed or unhappy
- healthy eating and nutrition
- healthy weight and body image
- mental health and wellbeing
- loss and grief
- problems at home
- smoking, alcohol and drug use
- other adolescent health concerns.

There may be times .









**Horizon International School**  
**Health and safety Guide**

School employees include teachers, administrative staff, facility management personnel and maintenance staff. These employees perform a wide range of tasks, many of which can cause bodily injuries or illnesses.

You can prevent such injuries and illnesses by following safe work practices and using proper protective equipment.

Examples of some injuries and illnesses are:

-  cuts and amputations from the use of machine equipment in shops and gardening tools
-  bruises and abrasions from plants and trees
-  burns from hot soldering irons, burners, heaters, and hot engines in auto shop
-  electrical shock or electrocution from contact with live electrical parts or electric power lines
-  slips and falls in wet and/or cluttered areas
-  soreness and pain in hands, wrists, shoulders or backs as a result of doing repetitive work, working in an awkward posture, applying too much force over and over again, operating vibrating equipment or lifting heavy loads improperly

- ✎ itching, swelling, redness of the skin as a result of exposure to very hot or very cold weather, or contact with plants and animals
- ✎ burns and skin disorders as a result of contact with laboratory chemicals, cleaning solutions, pesticides, or contact with plants and animals
- ✎ illness as a result of a contact with people with infectious diseases or contaminated biological wastes
- ✎ allergies as a result of dust inhalation, contact with plants and animals, and insect bites and stings.

This Guide provides ways of working safely to prevent these injuries and illnesses.

Many health and safety behaviors are learned by example.

Children and youth model what they observe.

Comprehensive safe school plans and programs should focus attention on the strengths and experiences of students, teachers, administrators and other school personnel.

# General Safety

## School Date

✓ Satisfactory ✗ Unsatisfactory, requires attention

### ITEM INSPECT FOR ...

- Floors Clean, dry, uncluttered, non-skid
- Ceilings, walls, windows Clean, dry, dust/mould-free
- Furniture Good general condition
- Stairways Tidy, uncluttered, well illuminated
- Exits and signs Visibility, illumination
- Ladders Proper type, condition, access,
- Illumination Intensity, glare
- Temperature Thermal comfort of occupants

- Ventilation Condition and noise
- Fire extinguisher Proper type, location, inspection/maintenance
- Waste disposal Waste disposal containers, recycling container
- Clean-up routine Established responsibilities, frequency
- Electrical equipment Power outlets, extension cords, portable electrical equipment
- First aid procedure(s) Posted, first aid box accessible, staff adequately trained
- Emergency procedures Posted, clear, staff trained
- WHMIS Labels, MSDS/SDS, training provided
- Safety rules Posted, clear, understood
- Hazard warning signs Posted, visibility

# Standard Emergency Procedures for Horizon International School

## Horizon International School's Philosophy

We, at our School, believe that knowledge is power. Further we believe education empowers children to become responsible members of the society.

While we recognize that parents are the primary educators of their children, our School agrees to share the responsibility for the formal education of children in kindergarten through secondary stage. Through our educational programs, we strive for excellence. Teachers provide opportunities for children to master basic skills, to stretch their potential, to learn critical thinking skills, and to develop their own special gifts with integrity, initiative, cooperation and self-direction.

Students are expected to participate actively in their own learning process. Our School is an integral part of the larger educational communities of Saudi Arabia.

### C. Our School's Student Learning Goals

#### Religion / morality

1- Students demonstrate knowledge of God and of the Islamic religion and verify development of their spiritual lives.

#### 2. Communication:

Students effectively communicate for a variety of purposes.



**3. Analysis:**

Students observe, infer, analyze, and evaluate ideas, processes, structures, and organizations.

**4. Problem Solving:**

Students solve problems and resolve conflicts individually and cooperatively.

**5. Value Judgments/Decision Making:**

Students make decisions based on Islamic values.

**6- Civic Responsibility:**

Students will be responsible members of local and global communities.

**7- Environment:**

Students will be responsible and respectful of the environment.

**8- Wellness:**

Students formulate and achieve healthy lifestyles.

**9- Technology:**

Students effectively and morally use technology.

**10- Life and Career Planning:**

Students develop lifelong goals and strategies for living.

## **Introduction:**

National regulations require schools to maintain 12 individual safety plans and programs. To assist school administrators in complying with these requirements, Our School issued this bulletin which is used as a guide for the preparation of safe school plans covering five key areas: campus security & violence prevention; multicultural human relations; earthquake/disaster planning; environmental health & safety; and crisis intervention.

This bulletin entitled "Standard Emergency Procedures for our School" contains clear and precise steps for managing various types of school emergencies. **It is organized into four sections:**

**Section 1.0** provides a series of initial response actions for immediate implementation in an emergency;

**Section 2.0** provides detailed procedures for 12 types of emergencies;

**Section 3.0** provides guidance on organizing individual and team responsibilities;

**Section 4.0** provides a template for compiling information such as contact telephone numbers, evacuation routes, and emergency supplies; and these procedures have been prepared in consultation

with the Ministry of Education in Saudi Arabia, and followed the standard safety procedures followed in various schools worldwide.

## **1.0 INITIAL RESPONSE**

### **1.1 DETERMINE TYPE OF EMERGENCY**

The first step is to determine the type of emergency. Listed below are 12 different types of emergency procedures, which are outlined in Section 2.0.

#### **Acts of Violence/Disorderly Behavior**

Biological or Chemical Threat

Bomb Threat

Bus Disaster

Earthquake

Explosion/Threat of Explosion

Airplane Crash

Fire On-Site

Fire in Surrounding Area

Loss of Utilities

Animal Disturbance

## 1.2 DETERMINE LEVEL OF EMERGENCY

School emergencies can be categorized in terms of magnitude ranging from a minor injury to a major earthquake. Identifying the magnitude of an emergency will determine the allocation of resources.

Three levels of emergency are described below.

**Level 1 Emergency:** An emergency handled by school personnel without assistance from outside agencies. Examples include: temporary power outages, minor earthquake (less than 5.0 on Richter Scale), and/or minor first aid cases.

**Level 2 Emergency:** A moderate to severe emergency in most cases is handled by school personnel with the assistance from outside agencies (e.g., fire department, police, and other emergency services). Examples include: a fire, or a moderate earthquake with injuries and/or structural damage.

**Level 3 Emergency:** A major disaster that school personnel cannot handle without the assistance of outside agencies. For level 3 emergencies the response time of outside agencies may be seriously delayed. Examples include major earthquakes and regional civil disturbances.

### 1.3 DETERMINE IMMEDIATE RESPONSE ACTIONS

Most emergencies will require one or more Immediate Response Actions listed below.

- Stand By Alert
- Duck, Cover, and Hold
- Shelter in Place (Lock Down)
- Secure Building
- Evacuate Building
- Off- Site Evacuation
- All Clear

### 2.0 IMMEDIATE RESPONSE ACTION

#### 2.1 STAND BY ALERT

This action is used to alert the staff and students and place them on Stand By until further instructions.

### **Announcement**

If time permits, the Principal will make the following announcement on the Public Address (PA) system. If the PA system is not available, use other means of communication, i.e., send messengers to deliver the instructions.

**“ YOUR ATTENTION PLEASE. STAND BY. STAND BY. STAND BY. ADDITIONAL INFORMATION TO FOLLOW.”**

### **Description of Action**

1. If inside, teachers will hold students in classrooms until further instructions.
2. If outside, teachers will assemble students into a single location.

For all situations, remain on Stand By until further instructions or an All Clear signal is given.

### **2.2 DUCK, COVER AND HOLD**

This action is used to protect students and staff from flying or falling debris.

### **Announcement**

The Principal will make the following announcement on the PA system. If the PA system is not available, use other means of communication, i.e., send messengers to deliver instructions.

**"YOUR ATTENTION PLEASE.DUCK, COVER AND HOLD ON.DUCK, COVER AND HOLD ON.DUCK, COVER AND HOLD ON.ADDITIONAL INFORMATION TO FOLLOW."**

### **Description of Action**

#### **1. If inside,**

- DROP to the floor,
- GET under the desk and remain facing away from windows.

#### **2. If outside,**

- MOVE away from buildings and other collapsible objects,
- DROP to your knees on the ground,
- BEND over at the waist bringing your head between your knees,
- COVER your head with arms and hands.

### **2.3 SHELTER IN PLACE (LOCK DOWN)**

This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff.

### **Announcement**

The Principal will make the following announcement on the PA system. If the PA system is not available, use other means of communication, i.e., send messengers to deliver instructions.

**“YOUR ATTENTION PLEASE. TAKE SHELTER-IN- PLACE. DO NOT LEAVE THE BUILDING. DO NOT LEAVE THE BUILDING. IF YOU ARE OUTSIDE, MOVE INSIDE. ADDITIONAL INFORMATION TO FOLLOW.”**

### **Description of Action**

1. If inside, keep students in classrooms pending further instructions.
2. If outside, direct students into the nearest classroom or school building. Consider the proximity of the identified hazard. If necessary proceed to an alternative indoor location. A room or building located upwind of the identified hazard is preferred and ideal.

### **2.4 SECURE BUILDING**

This action is used when threat of violence/gunfire is present, and it is necessary to prevent the perpetrator(s) from entering occupied areas.



### **Announcement**

The Principal will make the following announcement on the PA system. If the PA system is not available, use other means of communication, i.e., send messengers to deliver instructions.

**"YOUR ATTENTION PLEASE. SECURE BUILDING \_\_\_\_\_. SECURE BUILDING \_\_\_\_\_. SECURE BUILDING \_\_\_\_\_."**

### **Description of Action**

1. If inside, teachers and other staff members are to:
  - LOCK doors and have students lie on the floor,
  - CLOSE any shades and/or blinds if it appears safe to do so,
  - REMAIN on the floor until a recognized staff member assures it is safe to unlock the doors.
2. If outside,
  - DROP to the ground and wait for further instructions from the Principal or designee.

### **2.5 EVACUATE BUILDING**

This action is used after the decision is made that it is unsafe to remain in the building.

### **Announcement**

The Principal will make the following announcement on the PA system. If the PA system is not available, use other means of communication, i.e., send messengers to deliver instructions.

**"YOUR ATTENTION PLEASE. LEAVE THE BUILDING. LEAVE THE BUILDING. LEAVE THE BUILDING."**

### **Description of Action**

1. The Principal will initiate fire alarm.
2. Evacuate the building(s) using designated routes to the assigned Assembly Area. Once assembled, stay in place until further instructions.
3. Teacher will secure the student roster when leaving the building and take attendance once the class is assembled in a safe location.

### **2.6 OFF-SITE EVACUATION**

This Action is used after a decision is made that it is safer to leave the campus than to remain on site.

### **Announcement**

The Principal will make the following announcement on the PA system. If the PA system is not available, use other means of communication, i.e., send messengers to deliver instructions.

**"YOUR ATTENTION PLEASE. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS.  
OFF-SITE EVACUATION. OFF-SITE EVACUATION WHEN THE DISMISSAL BELL RINGS."**

### **Description of Action**

1. The Principal will direct the best means to evacuate the campus and proceed to a pre-designated safe location. This may include school buses, cars, or walking.
2. Secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

### **2.7 ALL CLEAR**

This Action is used after the decision is made that normal school operations can resume.

### **Announcement**

The Principal will make the following announcement on the PA system. If the PA system is not available, use other means of communication, i.e., send messengers to deliver instructions.

**"YOUR ATTENTION PLEASE. ALL CLEAR. ALL CLEAR. ALL CLEAR. THANK YOU."**

### **Description of Action**

1. This Action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

## **3.0 EMERGENCY PROCEDURES**

### **3.1 ACT OF VIOLENCE/DISORDERLY CONDUCT**

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If weapons are involved and/or other significant threats are anticipated, do not approach or disarm the threat. Immediately isolate all non-involved pupils and staff from the person and notify the Principal. The school should immediately be locked down, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

1. The Principal will initiate the appropriate Immediate Response Actions, which may include **DUCK, COVER, AND HOLD (2.2), SHELTER-IN-PLACE (2.3), SECURE BUILDING (2.4), EVACUATE BUILDING (2.5) or OFF-SITE EVACUATION (2.6).**
2. Staff should attempt to isolate perpetrator from students, if it is safe to do so.
3. The Principal will call "999" and School Security, and provide the exact location on campus and the nature of the emergency.
4. If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
5. If the perpetrator is a student, notify the family. Family members may provide useful information on handling the situation.
6. The Security Team will control all points of entry.
9. The Student and Staff Accounting Team will conduct a headcount and notify the Principal of missing persons.

### 3.2 BIOLOGICAL OR CHEMICAL THREAT

There are three possible scenarios involving the release of biochemical substances.

Determine which scenario applies and implement the appropriate response procedures described below.

Scenario 1: Substance released inside a room or building.

Scenario 2: Substance released outdoors and localized.

Scenario 3: Substance released in surrounding community.

#### **SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING**

1. The Principal will initiate the EVACUATE BUILDING (2.5) action.

Use designated routes or other alternative safe routes to an assigned Assembly Area located upwind of the affected room or building.

2. The Principal will call "999", School Security, and the Office of Environmental Health and Safety to provide the exact location (e.g., building, room, area) and nature of emergency.

3. The Principal will instruct the Security Team to restrict access of the potentially contaminated area from all persons.

4. The Maintenance and Utility Team will turn off local fans in the area, close the windows and doors, and shut down the building's air handling system.
5. Personnel contacted with the substance should wash the affected area with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectant on your skin.
6. List all people in the affected room or contaminated area, specifying those who had actual contact with the substance. Provide the list to the Principal and the emergency response personnel.
8. Do not reopen the area until the Principal gives authorization.

### **SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED**

1. The Principal will immediately direct staff to remove students from the affected area to an area upwind from the substance.
2. The Security Team will establish a safe perimeter around the affected area to ensure personnel do not reenter the area.
3. The Principal will call "999", School Security and the Office of Environmental Health and Safety to provide the exact location (e.g., building, room, area) and nature of emergency.

4. The Maintenance and Utility Team will turn off local fans in the area, close the windows and doors, shut down the building's air handling system.
5. Personnel contacted with the substance should wash their hands with soap and water. Immediately remove and contain all contaminated cloths.
6. List all people in the affected room or area of contamination, especially those who had actual contact with the substance. Provide the list to the Principal, and the emergency response personnel.
7. Do not reopen the area until authorized to do so by the Principal.

### **SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY**

1. If the Principal or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal will initiate SHELTER IN PLACE (2.3).
2. Upon receiving the SHELTER IN PLACE action, the Maintenance Utility Team will turn off local fans in the area, close and lock doors and windows, shut down the building's air handling system, seal gaps under doors and windows with wet towels or duct tape, and seal vents with aluminum foil or plastic wrap, if available.



3. If outdoors, immediately go into the nearest building. The teachers should communicate their locations to the Principal, using the PA system or other means without leaving the building.
4. The Maintenance and Utility team will turn off sources of ignition, such as pilot lights.
5. The Principal will call "999", School Security, and the Office of Environmental Health and Safety to provide the exact location (e.g., building, room, area) and nature of emergency.
6. The Principal will turn on a radio or television station to monitor information concerning the incident.
7. Continue SHELTER IN PLACE until notified by the Principal.

### 3.3 BOMB THREAT

In the event a bomb threat is received directly to our school staff, the following procedures should be implemented:

1. If the threat received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "999" - telling the operator, "This is (name of caller) from (name of our School). **We are receiving a bomb threat on another line. The number of that line is .....**"

2. The Principal will initiate the appropriate Immediate Response Actions, which may include DUCK, COVER, AND HOLD (2.2), SECURE BUILDING (2.4), and EVACUATE BUILDING (2.5) or OFF- SITE EVACUATION (2.6).
3. If the Principal issues the EVACUATE BUILDING (2.5) action, students and staff will follow the prescribed routes and proceed directly to the Assembly Area. The teacher shall bring the student roster and take attendance to account for students at the Assembly Area. Teachers will notify the Student and Staff Accounting Team of missing students.
4. The Principal will notify "999" and our School Security to provide the exact location (e.g., building, room, area) of the potential bomb, if known.
5. Do not resume school activities until the building(s) have been inspected by proper authorities and determined safe. The Principal will give the All Clear signal when appropriate.

### **3.4 BUS DISASTER**

These procedures are for bus drivers in an earthquake, serious bus accident, or other emergency that occurs while transporting students. The drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, etc. Listed below are three

scenarios with detailed procedures. A copy of these procedures shall be kept in the emergency packet of each school bus.

Scenario 1: Earthquake

Scenario 2: Flood

Scenario 3: Serious Accident or Bus Fire

### **SCENARIO 1: EARTHQUAKE**

1. The driver should issue DUCK, COVER AND HOLD action.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. Contact the School Principal to report location and condition of students and the bus.
6. If instructed to continue route, the driver should:
  - If en route to school, continue to pick up students.

- If dropping students off, continue to do so provided there is adult supervision at the bus stop. If there is no adult supervision at the bus stop refer to number 7.
- 7. If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the Principal. Remain with the children until further instructions from the Principal.
- 8. If the bus is disabled, stay in place until help arrives.
- 9. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that have been damaged.
- 10. The driver should account for all students and staff throughout the emergency.

### **SCENARIO 2: FLOOD**

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. Stay with disabled bus until help arrives.
4. Contact the Principal and Bus Dispatch to report location and condition of students.
5. In all instances, do not attempt to cross damaged bridges or overpasses.

6. The driver should account for all students and staff throughout the emergency.

### **SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE**

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Call "998" to provide exact location and wait for arrival of emergency responders.
6. Contact the Principal and Bus Dispatch to report location and condition of students.
7. Stay with the disabled bus until help arrives.
8. Account for all students and staff.

### **3.5 EARTHQUAKE**

Upon the first indication of an earthquake, teachers should direct students to DUCK, COVER AND HOLD. Follow the procedures listed below for all earthquake events.

1. Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.

2. When the shaking stops, the Principal will issue the EVACUATE BUILDING action. Use prescribed routes or other safe routes and proceed directly to the Assembly Area. Teachers shall notify the Student and Staff Accounting Team of missing students.
3. The Principal will direct the Security Team to post guards a safe distance away from building entrances to prevent access.
4. Warn all school personnel to avoid touching fallen electrical wires.
5. The First Aid Team will check for injuries and provide appropriate first aid.
6. The Principal will direct the Maintenance and Utility Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
7. If the area appears safe, the Fire/Rescue Team will make an initial inspection of school buildings.

***In the event an earthquake occurs during non- school hours:***

1. The Principal will assess damages to determine needed corrective actions. For apparent damages, contact the Local District Superintendent to determine if the school should be closed.
2. If the school must be closed, notify staff members and students as identified in the Parent Alert System (5.1) and the School Personnel Alert System (5.2).

### 3.6 EXPLOSION/THREAT OF EXPLOSION

There are three possible scenarios involving the explosion/threat of explosion.

Determine which scenario applies and implement the appropriate response procedures described below.

Scenario 1: Explosion on school property

Scenario 2: Credible threat of an explosion on school property

Scenario 3: Explosion or threat of an explosion in a surrounding area

#### **SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY**

1. Upon explosion all persons should DUCK, COVER AND HOLD (2.2).
2. The Principal will consider the possibility of another imminent explosion and take appropriate action.
3. After the blast, the Principal will initiate appropriate Immediate Response Actions, which may include SHELTER-IN- PLACE (2.3), SECURE BUILDING (2.4), EVACUATE BUILDING (2.5) or OFF-SITE EVACUATION (2.6). Evacuation may be warranted in some buildings and other buildings may be used as shelter.

4. If the explosion occurred within the school buildings, Principal will issue EVACUATE BUILDING action. Students and staff will evacuate using prescribed routes or other safe routes and proceed to the Assembly Area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify Student and Staff Accounting Team of missing students.
5. The Principal will call "999" and provide the exact location (e.g., building, room, area) and nature of emergency.
6. If necessary, the Principal will advise the Fire/Rescue Team to suppress fires and rescue personnel.
7. The Maintenance and Utility Team Leader will notify the appropriate utility company of damages.
8. The Security Team Leader will post guards safe distance away from the building entrance to prevent persons entering the school buildings.
9. The Principal will issue other instructions as needed.



## **SCENARIO 2: CREDIBLE THREAT OF AN EXPLOSION ON SCHOOL PROPERTY**

1. The Principal will initiate appropriate Immediate Response Actions, which may include DUCK, COVER, AND HOLD (2.2), SHELTER- IN-PLACE (2.3), SECURE BUILDING (2.4), EVACUATE BUILDING (2.5) or OFF- SITE EVACUATION (2.6).
2. If the Principal issues EVACUATE BUILDING (2.5) action, evacuate the building using prescribed routes or other safe routes and proceed directly to the Assembly Area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify Student and Staff Accounting Team of missing students.
3. The Principal will call "999" and provide the exact location (e.g., building, room, area) and nature of emergency.
4. The Principal will direct the Fire/Rescue Team to suppress fires and rescue personnel as appropriate.
5. The Maintenance and Utility Team Leader will notify the appropriate utility company of damages.
6. The Principal shall notify the Local District Superintendent and the Office of School Operations and Safety of the situation.

7. The Principal will take further actions as needed.

### **SCENARIO 3: EXPLOSION OR THREAT OF EXPLOSION IN SURROUNDING AREA**

1. The Principal will order SHELTER IN PLACE (2.3).

2. The Principal will notify "999" and provide the exact location (e.g., building, room, area) and nature of emergency.

3. The Principal will take further actions as needed.

4. Remain in SHELTER IN PLACE until further instructions.

### **3.7 AIRCRAFT AND/OR MOTOR VEHICLE CRASH**

In the event of an aircraft or motor vehicle crash on or near school grounds, follow the procedures below:

1. The Principal will initiate appropriate Immediate Response Actions, which may include DUCK, COVER, AND HOLD (2.2), SHELTER-IN- PLACE (2.3), SECURE BUILDING (2.4), EVACUATE BUILDING (2.5) or OFF-SITE EVACUATION (2.6).

2. If the Principal issues the EVACUATE BUILDING (2.5) action, evacuate the buildings using prescribed routes or other safe routes and proceed directly to the Assembly Area. Teachers will

bring the student roster and take attendance to account for students. Teachers will notify Student and Staff Accounting Team of missing students.

3. The Principal will call "999" and provide the exact location (e.g., building, room, area) and nature of emergency.
4. The Principal will direct the Fire/Rescue Team to organize fire suppression activities until the Fire Department arrives.
5. The Security Team will secure the aircraft and/or motor vehicle area to prevent unauthorized access.
6. The Principal will notify the Local District Superintendent and the Office of School Operations and Safety of the situation

### **3.8 FIRE ON SCHOOL GROUNDS**

In the event of a fire on school grounds, the following procedures should be implemented:

1. Upon discovery of a fire, direct all occupants out of the building and report the fire to the Principal.
2. The Principal will immediately issue the EVACUATE BUILDING (2.5) action.

- Students and staff will evacuate buildings using the prescribed routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student and Staff Accounting Team of missing students.
3. The Principal will call "999" and provide the exact location (e.g., building, room, area) of the fire.
  4. The Fire/Rescue Team will suppress fires and initiate rescue procedures until the local fire department arrives.
  5. The Security Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
  6. The Fire/Rescue Team Leader will assign a member of the Team to direct the fire department to the fire and brief fire department official on the situation.
  7. The Maintenance and Utility Team will notify the appropriate utility company of damages.
  8. *The Principal will notify the Local District Superintendent and the Office of School Operations and Safety of the fire.*
  9. If appropriate, the Principal will implement the Parent Alert System (5.1).
  10. For fires during non-school hours, the Principal and Local District

Superintendent will determine whether the school will open the following day.

### 3.9 FIRE IN SURROUNDING AREA

In the event of a fire in the surrounding area, the following procedures should be implemented:

1. The Principal will initiate the appropriate Immediate Response Actions, which may include STAND BY (1.1), SHELTER- IN- PLACE (2.3), SECURE BUILDING (2.4), EVACUATE BUILDING (2.5) or OFF-SITE EVACUATION (2.6).
2. The Principal will notify "999" provide the location and nature of emergency.
3. The Principal will activate the Security Team to keep access routes open for emergency vehicles.
4. The Fire/Rescue Team Leader will work with the fire department to determine if school grounds are threatened by the fire, smoke, hazardous atmospheres or other conditions. The Fire/Rescue Team will maintain open communication with the fire department.
5. If the Principal issues the EVACUATE BUILDING (2.5) action, evacuate using prescribed routes or other safe routes and proceed directly to the Assembly Area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify Student and Staff Accounting Team of missing students.

6. The Principal will keep a battery- powered radio tuned to a local radio station for emergency information.
7. In the event of a loss of water or other utilities, the Principal will refer to Loss of Utility Procedure in (3.11).
8. If appropriate, the Principal will implement Parent Alert System (5.1).
9. The Principal will notify the Local District Superintendent and the Office of School Operations and Safety of the emergency situation.

### **3.11 LOSS OF UTILITIES**

For loss of utilities at the school site, the following procedures should be implemented:

1. Upon notice of loss of utilities the Principal will initiate appropriate Immediate Response Actions, which may include STAND BY (2.1), SECURE BUILDING or EVACUATE BUILDING (2.5).
2. The Maintenance and Utility Team will work with the utility company to determine the potential length of time service will be interrupted.

3. If the Principal issues the EVACUATE BUILDING (2.5) command evacuate using prescribed routes or other safe routes and proceed directly to the Assembly Area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify Student and Staff Accounting Team of missing students.
4. The Principal will notify Local District Superintendent of the loss of utility service.
5. The Maintenance and Utility Team will implement the plans in the event normal utilities are disrupted.

## **4.0 EMERGENCY TEAMS**

### **4.1 INCIDENT COMMAND TEAM**

The Incident Command Team is responsible for directing school emergency response activities.

**Incident Commander**                      **Mr. Mr. Muhammad Bejo**

**First Assistant**                              **Mr. Muhammad Al fayomi**

**Second Assistant**                            **Mr. Islam**

**Team Members** : **Mr. Muhammad Farag**

**Mr. Ameer Shaltut**

**Mr. Haseeb**



## **Responsibilities**

### **Team Leader**

- Direct activities of all emergency teams.
- Direct Incident Command Team activities.
- Determine the need for, and request, outside assistance.
- Communicate with Local District Superintendent.

### **First and Second Assistant**

- Act in the absence or direction of Incident Commander.
- Communications Coordinator.
- Interact with media and District Communications Staff.

### **Team Members**

- Interact with other emergency teams.
- Carry out periodic drills as specified in Section 5.6.
- Collect, analyze and report information concerning students and staff who are injured or unaccounted for and facility damage assessment.

- Support outside agency activities.
- Ultimately account for the presence of all students and staff.

### **Supplies and Equipment**

- Hand- held radios.
- Portable PA.
- Battery- operated AM radio.
- First aid and log forms.

## **4.2 CRISIS INTERVENTION TEAM**

The Crisis Intervention Team will assist students in coping with emergency situations (e.g., earthquake, fire, death, suicide, or local, regional, or world events).

In response to notification of an emergency, sudden death, suicide, etc., the Principal should immediately notify the Local District Superintendent. The Crisis Intervention Team will be assembled to help plan the response and to prepare for the following day.

## **Responsibilities**

### **Team Leader**

- Direct activities of Crisis Intervention Team.
- Interact with Incident Command.
- Request assistance, if needed, from the Student Mental Health, and/or the County Department of Health Services.
- Promptly share factual information with staff, students, parents and community.
- Plan staff meetings or other communications as soon as possible to share information.
- Provide a written statement which teachers may use to announce the event to students.

### **Team Members**

- Establish a crisis center on campus where crisis team members will be available to meet with the students.
- Provide an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students' questions and needs.

- Request teachers to refer students who seem especially upset to the school's Crisis Center for individual counseling.

### **4.3 FIRE/R ESCUE TEAM**

The Fire/Rescue Team responsibilities are: extinguish small fires, minimize exposure of hazards posed by a fire, recover missing students or staff; and work directly with local fire authority.

#### **Responsibilities**

##### **Team Leader**

- Direct Fire/Rescue Team activities.
- Interact with Incident Command.
- Interact with Fire Department.
- Determine when it is safe to reenter buildings.

##### **Team Members**

- Conduct sweep to determine location of fire(s).
- Work with Maintenance and Utility Team to turn off utilities and secure water system.
- Access emergency supplies.

- Extinguish small fires if possible.
- Assure that emergency vehicles have access to school grounds.
- Seal off and post areas where hazardous conditions exist.
- Set up sanitary facilities.
- Set up triage and/or temporary morgue.
- Conduct interior Search:

Conduct pre- established search and rescue patterns checking each classroom, office, storage room, auditorium and other rooms.

Mark the entry door with a slash "/".

Upon entering an area call out and wait for an answer.

Remove entrapped victims first.

Remove trapped victims if possible.

When exiting complete the original slash (i.e., "/"), making an X, and write pertinent information on the door.

- Contact Security Team to secure the building from reentry after the search.

- Report to the team leader and describe situation.

### **Supplies and Equipment**

- CO2 fire extinguishers
- Water- type fire extinguishers
- Hand- held radios
- Hoses
- Water bib keys
- Gloves
- Blankets
- Notebook containing site map
- Master keys
- Bolt cutters
- Shovels
- Ropes
- Gloves

- Goggles
- Triage tags
- First aid kits

#### **4.4 FIRST AID TEAM**

The First Aid Team will ensure that first aid supplies are available and properly administered during an emergency event.

##### **Team Leader**

- Interact with Incident Command Team to determine medical needs and plan.
- Direct First Aid Team activities.
- Determine the need for skilled medical assistance.
- Complete the Injury and Missing Persons Report.

##### **Team Members**

- Assess injuries and provide first aid as indicated.
- Set up first aid area and obtain supplies.
- Provide first aid to injured students and staff.

- Tag each of the injured with name, address, injury and any treatment rendered.
- Establish priorities for the transport of the injured to hospitals, when transport is available.

### **Supplies and Equipment**

- First aid supplies
- Triage tags
- Hand- held radios
- Stretchers
- Blankets
- Wheelchairs
- Patient record forms
- Site map
- Log forms

### **4.8 SECURITY TEAM**

The Security Team will ensure the security of the school site and its population. This team will coordinate with the Incident Command Team and the Student/Parent Reunion Team.



## **Responsibilities**

### **Team Leader**

- Direct Security Team Activities.
- Interact with Incident Command.
- Identify problems and use radio to summon emergency vehicles.

### **Team Members**

- Lock all external gates and doors; unlock gates when appropriate.
- Station one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.
- Keep students and staff out of buildings, if necessary.
- Post signs as needed.
- Act as liaison between outside agencies, directing first responders as needed.
- Direct parents to Reunion Gate.
- Assist at Student/Parent Reunion Gate as appropriate.

## **Supplies and Equipment**

- Master keys
- Hand- held radio
- Copy of Standard Emergency Procedures for Schools
- Direction and information signs
- Notebook containing site maps
- Log forms

## **4.9 MAINTENANCE AND UTILITY TEAM**

The Maintenance and Utility Team will minimize damage to the school site and the student population in a disaster. This team will coordinate the custodial and cafeteria staff.

### **Responsibilities**

#### **Team Leader**

- Direct Maintenance and Utility Team activities.
- Interact with Incident Command Team.
- Contact Local Utilities (water, electricity, gas, sewer).

- Take extra workman keys to the Incident Command Center for distribution to other teams.

#### **A. Custodial Staff**

- Survey all utilities and shut off gas, water and electricity where appropriate.
- Assess damage to school site.
- Take roll of Custodial Staff and send it to the Incident Command Center.
- Check sorted water supply and make it ready for distribution.
- Set up sanitation area (portable toilets, etc.).
- Help with first aid and set up temporary morgue (if necessary).

#### **B. Cafeteria Staff**

- Survey utilities in the cafeteria and shut off gas and/or water where appropriate.
- Assess damage to cafeteria.
- Take roll of Cafeteria Staff.
- Prepare and distribute food as directed by the Incident Command Team.
- Assist the Emergency First Aid Team in comforting students as needed.

## Supplies and Equipment

- Hand- held radios
- Utility shut-off tools
- Supply inventories
- Copy of Standard Emergency Procedures for Schools
- Site map

## 5. EMERGENCY DRILLS

There are three emergency drills school personnel should be prepared to execute.

Determine the type of emergency and execute the appropriate drill.

Drill 1: Fire

Drill 2: Shelter- in- Place Alert

Drill 3: Earthquake

### DRILL 1: FIRE

**Signal: Continuing short bells for 10 seconds, pause for 5 seconds; sequence repeats for a minimum of 1 minute.**

## Procedure:

### Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal today.
2. Familiarize yourself with class's route before the drill begins.
3. When the signal is given, have students form a single line outside the classroom.  
(Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area
7. Take attendance.
8. Wait for the "all clear" signal - one long, steady bell - then return quietly to your classroom in single file.

**All Other Personnel: Report to Assembly Area for further instructions.**

## **DRILL: SHELTER-IN-PLACE ALERT**

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred

**Signal: The signal for the "Shelter- In-Place" drill is the following PA announcement.**

"YOUR ATTENTION PLEASE TAKE SHELTER-IN-PLACE. DO NOT LEAVE THE BUILDING. DO NOT LEAVE THE BUILDING.

IF YOU ARE OUTSIDE, MOVE INSIDE. ADDITIONAL INFORMATION TO FOLLOW."

### **Procedure:**

1. When the announcement has been given, all classes will remain in their rooms:
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a "Duck, Cover and Hold On " position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.

5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

### **DRILL 3: EARTHQUAKE**

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

**Signal: The signal for the drill is the following PA announcement.**

"YOUR ATTENTION PLEASE.DUCK, COVER AND HOLD ON.DUCK, COVER AND HOLD ON. DUCK, COVER AND HOLD ON. ADDITIONAL INFORMATION TO FOLLOW."

#### **Procedure:**

1. Drop to knees facing away from windows.

2. Get under desks or tables where possible.
3. Fold body onto floor with arms close to knees.
4. Place head as far as is possible between knees; cover crown of the head with hands.
5. Stay in this position for 10 seconds.
6. Teachers will direct students to return to seats.

After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill.

The students are gather in the Assembly Area and line up in the designated space.

If an earthquake occurs during non classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.



# Social Awareness meets Emotional Intelligence

Emotional intelligence consists of four basic capabilities, or domains. These are:

- Self Awareness
- Self Regulation
- **Social Awareness** (this page)
- Relationship Management

## Social Awareness

The waiter who suggests something better from the menu...

...the salesperson who goes the extra mile...

...the supportive team leader...

...and the executive that remembers your name -

...each of these have one thing in common...

**They excel in social awareness.**

According to Daniel Goleman the competencies associated with being socially aware are:

- **Empathy:** understanding the other person's emotions, needs and concerns.
- **Organizational Awareness:** the ability to understand the politics within an organization and how these affect the people working in them.
- **Service:** the ability to understand and meet the needs of clients and customers.

Awareness of social situations means you carefully consider what people want, and plan to communicate with them in a way that is intended to meet that need.

Is this the same as manipulation? I'm not sure.

Great leaders and public speakers are skilled in this ability. It helps them build support.

I don't believe social awareness is intended to be quite as calculated as manipulation. At best being socially aware is a natural response to people, taking their situation and needs into account as much as possible.

## Caring

Digital communication, social networking, video conferencing and other forms of new media contribute to social isolation and are often blamed for the reduction in empathy.

After all, it's much easier to say negative things about others if you don't have to say it to their face. And if I don't feel like engaging in your problems, I can simply log off, or even 'unfriendly' you. It's an easy option.

The trouble is that when there is no empathy, when we don't work to understand the needs of others, there is a significant loss of trust.

If I don't really know what you're thinking and feeling I trust you less, and isolate myself more. This can have major implications for business where trust is essential for successful leadership and partnerships.

## Understanding = Trust

More importantly though, when you respond to the needs and feelings of other people, you *gain* their trust.

Others will be labeled uncaring and insensitive, but you are trusted when you're able to understand and respond to the needs and values of individuals, and the group.

This is true whether you're a salesperson dealing with the public, or a leader in an organization.

## Empathy

Leaders in organizations have traditionally viewed empathy with suspicion, thinking that there is no place for soft emotional skills in the tough world of business.

My experience is that managers worry that employees will take advantage of them if they show any empathy.

But changing times and the need to consider the feelings of employees has led to social awareness becoming a critical skill for effective leaders.

This has even impacted the training given to doctors. Today doctors are trained to formulate a bio-psycho-social understanding of the problem rather than treating patients purely as a diagnosis.

### A quick note...

Empathizing with someone - understanding their point of view - doesn't mean you have to agree with their point of view.

Empathy is really about acknowledging the emotions of others, being thoughtful and considerate of their feelings, and making decisions that take those feelings into consideration.

## Too much empathy?

Your ability to connect with and understand others is an important skill. But it's important to control this so it doesn't become a burden on you.

Some of us find it really easy to empathize with others. And it is always appreciated.

But did you know that getting over-involved in the problems people share with us can lead to you feeling emotionally exhausted? While we're looking after the emotions of others we forget to look after our own emotional well-being.

That doesn't sound emotionally intelligent to me!

If this is you then it's in your best interest to learn transform your empathy into something more controllable.

This gentle audio hypnosis session will teach you how to do this and is an excellent start to looking after **your** emotional needs.

## How to build social awareness

- Improve your listening skills. Take a short course in effective communication skills.
- Pay close attention to interactions with other people. Be aware of what they say, how they say it and what they do.
- Use a gentle self hypnosis audio download to improve your ability to understand others.
- Identify other people's emotional states. Listen carefully to what they're saying and notice how they respond to external events, such as someone greeting them or asking them to do something.
- Think about your feelings. How does the other person's emotion make you feel?
- Think before you answer and give clear answers.

## Sensitivity and diversity

Being socially aware is important as it affects your response to people and situations.

The starting place for becoming socially aware is self awareness.

Self awareness is essential in order to understand the feelings and emotions of others while self management is necessary to ensure that your response is appropriate to the situation.

An empathic response requires awareness of diversity and a sensitivity to the needs and emotions of others.

Diversity encompasses acceptance and respect while recognizing our individual differences and uniqueness.

Open communication plays an essential role in managing diversity and building an awareness of social situations.

## Everything starts with an 'E'

I always enjoyed graffiti I saw years ago that said "Everything starts with an 'E'".

While it's true that the word '*everything*' starts with an 'e' I've discovered that empathy always starts with 'u' - (you).

Social awareness is a key element of *your* emotional intelligence. Don't complain about people who are not understanding of your needs. Focus rather on growing your emotional intelligence and practicing empathy, service and organizational awareness yourself.

Being socially aware is an essential building block for emotional intelligence.

Practicing attention to social situations is a habit that closely corresponds with Stephen Covey's Habit 5...

**"Seek first to understand, then to be understood".**

The more it's practiced the more likely it is to become a habit.

As we improve social awareness we also improve our experience of life, create opportunities for better work life balance, become aware of other people's emotions, and improve our ability to respond to change.

izon International School

**A strategic Approach To Social Emotional Learning**  
**Embedding SEL Into Classroom Instruction**

Horizon International School

## **Objectives**

**1-Define social emotional learning (SEL ) and discuss how it relates to the role of the school counselor.**

**2-Describe the five categories of the social emotional skills.**

**3- Discuss ways to embed each of the categories of skills into classroom practices and instruction.**

**4- Use problem – solving approach to set goals , monitor progress and assess student skill development.**



## **Objective 1**

**1-Define social emotional learning (SEL ) and discuss how it relates to the role of the school counselor.**

**29% :**

**Students who feel like their school provides a supportive , encouraging environment.**

**83% :**

**Students who made academic gains when participating in an SEL program with an academic component.**

**11% :**

**Average gained on standardized tests by participating in an SEL program.**

**SEL programs improve behavior and attitude toward school and prevent substance abuse.**

**11% :**

**Average increase in GPA for participants in one SEL program.**

**( Source : Collaborative for Academic , Social and Emotional Learning ( [www.casel.org](http://www.casel.org) ) )**

## Social Emotional Learning ( SEL )

Development of students; social – emotional knowledge and skills includes activities and strategies that promote student understanding and management of emotions , goal setting and achievement , relationship building and maintenance , problem solving and decision making .

### My Feelings From A to Z

Angry	bewildered	confused	depressed
Enthusiastic	frightened	glad	happy
Irritated	joyful	kooky	low
Melancholy	nervous	overjoyed	proud
Queasy	rowdy	shocked	terrified
Upset	victorious	worried	Exited
Yucky	Zany		

## How do you feel today?

### The Importance of SEL

- \*It increases the academic achievement.
- \*It increases social – emotional skills.
- \*It improves attitudes toward self and others.
- \*It improves positive social behaviors.
- \*It decreases behavioral problems.
- \*It decreases emotional stress.
- \*It improves school climate
- \*It increases attendance and graduation rates.

\*It improves college and career readiness.

## **Examples of SelfSkills**

Self- awareness

Self – management

Social awareness

Relationship skills

Responsible decision making.

## **How does this relate to the school counselor?**

\*Responsive Services

\*Individual Planning

\*Guidance Curriculum

\*System Support

# High Expectations

Horizon International School

## Challenging Tasks, activities and projects

### **Developing Higher level of thinking**

The following five – step process for the development of higher-level thinking skills can be implemented in any teaching or training setting to create a more active learning environment and to move learners toward higher level thinking.

**1- Determine Learning Objectives**

**2- Teach through Questioning**

**3- Practice before Assessment**

**4- Review, refine and improve**

**5- Provide feedback and assessment of learning -1**

#### **1- Determine Learning Objectives**

A teacher should carefully identify key learning objectives that recognize what students should know and should do. To make higher level thinking happen, these learning objectives as well as the activities and the assessments , must

require students to perform and demonstrate higher level thinking. **A well – written lesson plan** should target a specific behavior. The development of **well – written objectives** will accelerate the learner's movement

into higher level thinking. **Bloom's Revised Taxonomy of cognitive objectives** is useful in planning curriculum that incorporates low to high level thinking activities.

The progressive levels of Bloom's Revised Taxonomy include **remembering , understanding , applying , analyzing , evaluating and creating .**

**Students who interact in the upper three levels are practicing higher level thinking.**

**Remembering** requires an answer that demonstrates a simple recall of information .

**Understanding** requires the explanation of ideas or concepts. **Applying** requires the use of information in another familiar situation .**Analyzing** requires an answer that demonstrates the ability to see patterns and to classify information , concepts and theories into component parts .

**Evaluating** requires the justification of a decision or course of action. **Creating** requires the generation of new ideas , products , or ways of viewing things.

## **2-Teach Through Questioning**

Questioning is a vital part of the teaching and learning process. The art of questioning begins with establishing what is known and allows the teacher to extend beyond to develop new ideas and understandings. The **level of student thinking is directlyproportional to the level of questions asked.**

Questions can be categorized in a number of different ways. One simple method is to use **the general categories of convergent and divergent questions.**

**Convergent questions** seek one or more very specific correct answers.

**Divergent questions** seek a wide variety of correct answers .

**Convergent questions** apply to Bloom's lower levels of **Remembering, Understanding and Applying.**

**Divergent questions** apply to Bloom's higher levels of **Analyzing , Evaluating and Creating .** ( They are generally open – ended ).

## **Teachers must become highly skilled questioners.**

As a clever questioner, you should pose concise questions, you should be prepared **to rephrase questions** . You should be prepared to draw **further responses from participants**, use a **variety of techniques**, redirect questions and responses , provide **feedback and reinforcement** without repeating the answers and **spread questions around the class.**

### **3- Practice Before Assessment**

To make learning more effective, teachers need to add experiential learning and opportunities for reflective dialog. For students to participate in higher level thinking, they must **pose arguments, state opinions and critique evidence using primary and secondary sources.**



Students must have the opportunity to **practice the knowledge, skills, attitudes and behaviors that will be evaluated.**

#### **4- Review , Refine and Improve**

Teachers should refine their courses to ensure that their instructional techniques are moving students toward critical thinking . Students become responsible for their learning **when teachers monitor class activities, create a supportive environment and track student participation.**

#### **5- Provide Feedback and Assessment of Learning**

Student feedback and assessment provide an immediate source of information for **the outcomes – based assessment process** in evaluating instructional techniques , student achievement, specific learning activities , and the course .

Teachers should provide **good feedback** to their students through frequent opportunities to practice whatever they are expected to do at the assessment time. Teachers should spend ample time helping students to understand what the criteria and the standards are and what they mean. This helps students to distinguish between satisfactory and unsatisfactory performance

### **Asking Questions that Encourage Inquiry – Based Learning**

## **1-Thinking About Why We Ask Questions**

**What different types of questions are there?**

**What different functions do your questions serve?**

**Which types of questions do you use most frequently?**

**What common mistakes do you make when asking questions?**

**2-What Kinds of Questions Promote Inquiry – Based Learning?**

**Give a few examples that you have recently used.**

# Assessment Policy

Horizon International School

## School Vision Statement

We, at Horizon International School, guarantee an environment that fosters the students to acquire an excellent education, focusing on quality not quantity, taking into consideration the significance of their Arabic culture and **their participation in an increasingly global society** .

## Mission Statement of Horizon international school

To guarantee an environment that fosters the students to acquire an excellent education, the school staff will use a variety of **Ways** to achieve the following beliefs.

7. producing quality **services and activities** that participate in developing both the individual and the community
8. introducing quality **values and skills** to our students **to be global citizens** .
9. constructing a community that brings a variety of nationalities in harmony



Assessment is an important means of evaluating students' achievements and experience. It permeates and informs all aspects of students' development, progress and attainment. Assessment is an integral part in the process of planning and delivery of the curriculum. It is an on-going process and needs updating regularly. Teachers use different ways to evaluate students' work. They observe them in the class and record their readiness for the lesson, attention to explanations and instructions, participation in activities, the questions they ask and the answers they attempt, the recording and preparation of their homework and projects, etc. Teachers also use daily oral recitations or written short quizzes, and announced assessments at the end of each topic or

assessments that cover the lessons studied during a specific period of time. All these contribute to the Term average. Students are under constant evaluation. Formal examinations are part of the continuous assessment process.

### **Continuous assessment**

**Continuous assessment is practiced and takes many forms, including:**

- Formal testing
- Observation.
- Research tasks
- Oral tasks
- Group activities where collaborative work is observed
- Quizzes

### **Every semester a formal parent/teacher meeting is held.**

This meeting is designed so parents and teachers can discuss the student's progress in all areas of development.

A detailed written report on each student's progress will be provided once a semester.

Informal continuous assessment should form part of the daily classroom routine of teachers as a means to monitor student progress and to provide feedback to students. This informal monitoring should include homework checks, questioning, teacher observation of student work, discussion, brief

informal oral or written tests etc.

Formal continuous assessment should take place on a regular basis and should be based on the prescriptions as laid down by the academic department for the learning area. Each subject head is required to submit a subject assessment plan for the year which lists the following items for each grade: the nature of formal and informal continuous assessment tasks the set date or completion date for each task the mark allocation for each task. The proportion of marks that the task will contribute to the total final mark. the teacher is responsible for setting the assessment task. The final mark for each subject will weigh 100 points and will be computed based on the following distribution of marks:

### **Kindergarten**

Kindergarten students are issued a progress report at the end of each semester. This report will contain traditional grades.

## **Assessment Principles**

**FAIR**

**VALID**

**TRANSPARENT**

**RELIABLE**

**MEANINGFUL**

Horizon International School



# Quizzes and Tests

Horizon International School

Dear coordinators,

Hope everyone is well.

I'd like to show some differences when dealing with the quizzes or the tests and the exams.

\* The word **Quiz** is generally defined as "**A Test of Knowledge** "

( a brief and informal test )

\* It should be short and it is essential for further bigger tests.

\* They are commonly in game forms.

\* Actually they are conducted in competitions.

\* It is **a mind sport** in which the players attempt to answer the questions correctly.

\* They are basic, simple ones checking one's understanding.

## Test

**It means** a short written or spoken examination of a person's **proficiency of knowledge** .

- \* Test comes at the end of the lesson or the unit.
- \* Test must be done in front of the teacher.
- \* Test is a series of questions.
- \* Test scores go on the report card.

## Exams

- \* They must be done in front of a teacher or two.
- \* Exam scores go the report card.

**Students cannot pass until they complete the final exams.**

## **Our Standards:**

### **1-Review**

- \* A short Review can take 2 to 5 minutes at the beginning of the lesson
- \* A review is done daily without informing parents as it is a way to check the students' knowledge and to make them feel they are involved in ongoing assessments.
- \* A review can be oral or written. It can be any type of questions testing little knowledge. It can be a short presentation or an activity in the class.

### **2-Quiz**

- \* It is a good means that involves all the students in the process of ongoing assessment.
- \* It paves the way for further longer tests.
- \* A quiz is a very short test covering a lesson or a few lessons determined according to each subject.
- \* Quizzes can take place weekly.
- \* Parents will be informed of the areas and the timing of the quizzes.

## **3- Tests**

Tests are official and should be longer .

- \* They should be done in front of the teacher in the class.
- \* Parents should be informed about the tests taken including the time and the areas the test covers according to a specific schedule made by the administrators.
- \* During the term, one or two official tests will be scored and the scores will be considered in the report cards.

## **4-Exams**

- \* Exams come at the end of the course.
- \* Parents should receive the exam schedules.
- \* They cover the areas determined by the teachers and the coordinators

# Measures of Success

## Language Arts Intervention

- 1-The use of the balanced Literacy framework and English foundations after recognizing the students who have had some problems with reading and writing skills decided by the teachers .
- 2- **Observation** shows that students have made good progress in literacy and practicing higher levels of thinking after teachers have been coached and trained on how to improve the higher level of thinking skills of the students.
- 3- **Involving students** in different activities and in some projects besides the school broadcasting.
- 4- **The school records** of quizzes and test data.
- 5- **Coordinators' plans** .
- 6- **online Resources** .
- 7- using different and various innovative **methods of teaching** in English .

**Worksheets** and logging in the online resources is a leading step that will show more good -2 results soon.

## **Science Intervention**

- 1-The use of the **balanced science framework** and science foundation after recognizing the students who have had some problems with some scientific skills .
- 2- **Observation** shows that students have made some wonderful progress in acquiring and performing experiments in the labs.
- 3- Involving students in different **scientific activities** like the scientific Club and some projects besides the school broadcasting.
- 4- The school **records of quizzes and test data**.
- 5- Coordinators'**plans** .
- 6- **online Resources** .
- 7- using different and various innovative **methods of teaching** in science like Inquiry – based -3 learning , Project – based learning and Video – based learning.

## Math Intervention

- 1-The use of the **balanced Math framework** and **Math foundations** after recognizing the students who have had some problems with some Math skills decided by the teachers .
- 2- **Observation** shows that students have made good progress in solving problems and practicing higher levels of thinking after teachers have been coached and trained on how to improve the higher level of thinking skills of the students.
- 3- Involving students in **different activities** and in some projects besides the school broadcasting.
- 4- The school records of **quizzes and test data**.
- 5- Coordinators' **plans** .
- 6- **online Resources** .
- 7- using different and various innovative **methods of teaching** in English like problem – solving , task – based learning and communicative approach .

Worksheets and logging in the online resources is a leading step that will show more good -1 results soon.



# Communication

Horizon International School

# Horizon School Communication Plan



school

## School Vision Statement

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## Mission Statement of Horizon international school

To guarantee an environment that fosters the students to acquire an excellent education, the school staff will use a variety of **Ways** to achieve the following beliefs.

10. producing quality **services and activities** that participate in developing both the individual and the community
11. introducing quality **values and skills** to our students **to be global citizens** .
12. constructing a community that brings a variety of nationalities in harmony

- **Respect**

We honor the rights of our students, our stakeholders and our community.

- **Accountability**

We accept our individual and team responsibilities and we meet our commitments. We take responsibility for our performance in all of our decisions and actions.

## Strategic Goals

### Horizon International school will:

- Maximize every student's learning.
- Create safe , nurturing learning environment.
- Enhance parent and community engagement and satisfaction .
- Attract , develop and retain excellent staff.
- Manage fiscal resources effectively.

### The Purpose of the Plan

The purpose of Horizon School's communication plan is to present a clear and concise framework for communicating with our school community. The plan addresses two types of school audiences: **Internal** ( students, teachers , staff, administration and the school council ) and **external** ( parents and community )

### Two Driving Questions will be:

- 1- How does this plan benefit our students and employees?
- 2- How do we communicate it to our stakeholders?

## Targeted Audiences

### Internal:

- 1- Students
- 2- Staff
- 3- School council

### External:

- 1- Parents
- 2- Civic Groups
- 3- Faith - based groups
- 4- Colleges and universities
- 5- Private and public schools
- 6- Website Print media

Horizon International School

## Objectives

Our objective is to improve our internal and external communication systems with the specific goal of creating open two - way communication between the school council , leadership team , administration , staff , students , parents and community.

### Strategies:

- 1- Keep communication Simple
- 2- Provide timely information
- 3- Communicate early and often
- 4- Communicate face - to face
- 5- Keep communications brief and to the point
- 6- Train staff
- 7- Develop relationships with our community
- 8- Prepare our messages

### Methods

- 1- Printed materials
- 2- E- mail communication

3- Publications posted online

4- Website

### **Assessment and Accountability**

Being that different measurements work best in different situations , a tracking system will be developed to measure communication effectiveness.

### **Focus groups**

Will be conducted in groups of 4 to 5 people to collect qualitative information as needed.

### **Surveys**

Electronic surveys will be used to ascertain people's opinion and to collect quantitative information

### **Website**

Will be used to monitor feedback from community , both internal and external.

# Supervision

Horizon International School



**Action Plan**  
**For Teacher Evaluation**  
**Horizon School**

Every teacher in any field at the school receives :

## First Visit:Orientation

- a- A pre- observation planning to fill in before entering the class.
  - b- A form of certain items pertaining to the domains to be observed in the class.
  - c- A time table for visiting the teacher ( the class , the period , the stage and the date )
  - d- A post – observation planning to fill in after delivering the lesson.
- 1- Teachers should read about their visit and what the coordinators notice during the class visit.
  - 2- Teachers have 5 school days to respond in writing to this initial evaluation.

## Other Two Formal Visits

- 3- Other visits will be sudden visits to check the work of the teacher inside the class and to see the students' performances.
- 4- **A training course** has to be designed and prepared as a result of the class observation before aiming at the development of teachers.

# Class Observation

English Teachers

Horizon School

2019/ 2020

Teacher's name:

Grade:

Visit No.-----

Class	Date	Subject	Period	Topic

## **1- Short-Term Measurable Objectives**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **2- Various Instructional Strategies**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **3- The use of Technology**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **4- Selecting and using various resources.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **5- Preparation Note.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **6- Securing students ' attention.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **7- identifying contents and skills to be mastered.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

**8- Relating current lesson to previous and future lesson content.**

\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent

**9- Giving concise , but sufficient directions**

\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent

**10- Presenting directions in a logical sequence.**

\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent

**11- providing examples or illustrations from life experiences and current events.**

\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent

**12- Providing smooth transitions from one activity to another.**

\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent

**13- Using accurate , up-to –date information.**

\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent

**14- Checking students' understanding .**

\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent

### **15- Acknowledging participation and response.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **16- Affirming correct responses.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **17- Providing specific behaviors and accomplishments.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **18- Making effective use of time.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **19- Establishing classroom rules and procedures .**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **20- Ensuring equitable participation.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **21- Encouraging students to help each other and share ideas.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **22- Seeking alternative responses.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **23- Engaging students in generating knowledge and testing hypotheses.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **24- Expressing enthusiasm verbally and nonverbally.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **25- Using positive and verbal language.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **26- Demonstrating respect and consideration for all students .**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **27- Avoiding use of sarcasm .**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

## **28- Using standard speech.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **29- Pronouncing words correctly.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **30- Speaking fluently.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **31- Using correct grammar.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **32- Writing legibly.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **33- Using vocabulary and style appropriate to level of students.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **34- Completing assigned tasks on schedule .**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**

### **35- Being punctual for school , classes , meetings and other scheduled activities.**

**\*Unsatisfactory \* Needs improvement \*Area of strength \* Excellent**



**36- Assisting in school planning when required.**

\*Unsatisfactory   \* Needs improvement   \*Area of strength   \* Excellent

**37-Areas of strengths:**

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**38- Directions**

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**39-applying recent methods .**

\*Unsatisfactory   \* Needs improvement   \*Area of strength   \* Excellent

**40- Appearance**

\*Unsatisfactory   \* Needs improvement   \*Area of strength   \* Excellent

Teacher's Name:

Signature :

Supervisor' Name:

Signature :

# Teacher's Appraisal

Horizon International School

# Domains 1,2,3&4

Teacher's Name:

Grades :

	<b>Grades</b>	الصف
	<b>Date</b>	التاريخ
	<b>Subject</b>	المادة
	<b>Class Visited</b>	الزيارة الصفية

# **Domain 1: Planning and Preparation**

Horizon International School

## 1- Demonstrating Knowledge of Content and Pedagogy: •

م	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكشوفة	غير مرضي	أساسي	مُحترف	مميز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	خطط الدرس والوحدة	1	قائمة بمحتوى الدورات التي اتخذت				
	Lesson and unit plans		list of content courses taken .				
2	إجابات دقيقة لأسئلة الطلاب	2	قائمة بمحتوى ورش العمل				
	Accurate answers to students' questions		list of workshops				
3	الشرح في الفصل واضح ودقيق	3	قائمة المقالات والكتب المتعلقة بالمحتوى وطرق التدريس				
	Clear and accurate classroom explanations		list of articles or books pertaining to content and pedagogy				
4	صلات متعددة التخصصات في الخطط والممارسة	4	قائمة بالمواقع التي تمت زيارتها				
	Interdisciplinary connections in plans and practice		list of websites visited				
		5	قائمة الدورات على الانترنت				
			list of online courses				

## 2- Designing Coherent Instruction • تنظيم تدريس مترابطة

S	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكشوفة	غير مرضي	أساسي	مُتَرَفِّق	مُمَيِّز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	الدروس التعليمية التي تدعم المخرجات	1	اتساق (الطرق والمواد والتقييمات، الجميع يعملوا معا.				
	Lessons that support the instructional outcomes.		Coherence ( methods , materials , assessments , all work together.				
2	الخرائط التعليمية التي تشير إلى العلاقة التعلم السابق	2	مجموعة متنوعة من الأنشطة التعليمية والأساليب				
	Instructional maps indicating relationships to prior leaning		Variety of instructional activities and methods				
3	الأنشطة التي تمثل المستوى الرفيع من التفكير	3	التعلم المستند إلى مشكلة				
	Activities that represent a high level of thinking		Problem –based learning				
4	الفرص المتاحة لاختيار الطالب	4	اختيارات الطالب				
	- Opportunities for student Choice		Student choice				
		5	المستوى العالي في التفكير				
			higher order of thinking				

### - 3- Designing Students Assessments •

م	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكشوفة	غير مرضي	أساسي	ممتاز	مميز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	خطط الدروس تشير المراسلات بين تقييمات ومخرجات التدريس Lesson plans indicate correspondences between assessments and instructional outcomes	1	مجموعة متنوعة من التقييمات التكوينية والختامية متصلة بالتعليم في الفصل / النتائج				
	أنواع التقييم مناسبة لنمط المخرجات Assessment types are suitable to the style of the outcomes		A variety of formative and summative assessments connected to classroom instruction/ outcomes				
3	تعديل التقييمات المتاحة للطلاب بصورة فردية حسب الحاجة Modified assessments are available for individual students as needed.	2	أمثلة على تقييمات الطلبة وتعليقات المعلم.				
	توقعات مكتوبة بشكل واضح مع واصفات لكل مستوى من الأداء Expectations are clearly written with descriptors for each level of performance		Examples of students assessments With teacher's comments				
5	formative assessments						
	التقييمات التكوينية						

# Domain 2: Classroom Environment

Horizon International School



## 1- Creating An Environment of Respect and Rapport:

S	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكشوفة	غير مرضي	أساسي	مهترف	مميز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	التحدث باحترام respectful talk	1	تفاعلات إيجابية وذات مغزى مع الطلاب Positive and meaningful interactions with students				
	والاستماع الفعال Active listening						
3	لغة الجسد Body language	2	التفاعلات الإيجابية بين الطلاب Positive interactions among students				
	الدفء والرعاية Warmth and caring						
5	التقارب المادي physical proximity	3	الطلاب يشعرون بالراحة Students feel comfortable				
	التأدب والتشجيع Politeness and encouragement						
7	الإنصاف Fairness						

## 2- Managing Classroom Procedures

S	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكشوفة	غير مرضي	أساسي	ممتاز	مميز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	سلاسة عمل كافة الروتينات	1	يتم نشر قواعد الفصول الدراسية والطلاب هم على دراية بها				
	Smooth functioning of all routines		Classroom rules are posted and students are aware of them				
2	عدم فقد ولو القليل من زمن التدريس	2	المعلم يجعل العمل فعال طول الوقت (التدريس من الجرس إلى الجرس)				
	- Little or no loss of instructional time .		Teacher makes effective use of time( bell to bell teaching )				
3	الطلاب تلعب دورا هاما في تنفيذ الروتينات	3	مجموعات صغيرة تعمل على نحو فعال				
	- Students play an important role in carrying out the routines.		Small groups work effectively .				
4		4	المعلم لديه خطة واضحة لمهام غير تعليمية (تمرير الأوراق، أخذ الحضور، وتصريح الذهاب بالحمام، الخ.)				
			Teacher has a clear plan for non- instructional tasks ( passes out papers, taking attendance , bathroom passes ,etc . )				

### 3- Managing Student behavior:

S	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكشوفة	غير مرضي	أساسي	مُحترف	مميز
	Indicators		Artifacts	Unsatisfactor y	Basic	Proficient	Distinguis hed
1	معايير واضحة لقواعد سلوك	1	سجلات الاتصالات المتعلقة الوالدين سلوك الطلاب (الهاتف، البريد الإلكتروني والاجتماعات)				
	Clear standards of conduct		Logs of parent contacts pertaining student behavior ( phone, e- mail and meetings )				
2	غياب الشدة بين المعلم والطلاب فيما يتعلق السلوك.	2	مشاركة الطلاب بنشاط في الصف.				
	Absence of Acrimony between teacher and students concerning behavior		Students are actively engaged in the class.				
3	وعي المعلم لقواعد سلوك الطالب	3	يتم مراقبة الطلاب لمعرفة قواعد الفصل				
	Teacher's awareness of student conduct		Students are monitored to know the rules of the class				
4	إجراءات وقائية من قبل المعلم عند الحاجة	4	الطلاب تراقب سلوكهم الخاص				
	Preventive actions by the teacher when needed		Students monitor their own behavior.				
5	غياب سوء السلوك						
	Absence of misbehavior						
6	تعزيز السلوك الإيجابي						
	Reinforcement of positive behavior						

#### 4- Organizing Physical Space :

S	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكتشفة	غير مرضي	أساسي	مهترف	مميز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	جو لطيف ومرحب به	1	يتم تنظيم الفصول الدراسية لتحقيق التعلم الفعال				
	Pleasant and inviting atmosphere		Classrooms are organized for effective learning				
2	بيئة آمنة	2	الفصول الدراسية آمنة (حبال وأجهزة الكمبيوتر والأشياء الثقيلة، الخ.				
	Safe environment		Classrooms are safe ( Cords, computers ,heavy objects ,etc. )				
3	إمكانية وصول كافة الطلاب	3					
	Accessibility for all students						
4	ترتيب الأثاث بطريقة مناسبة للأنشطة التعليمية	4					
	Furniture arrangement suitable for learning activities						

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## **Domain 3 : Instruction**

## Using Questioning and Discussion Techniques

S	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكشوفة	غير مرضي	أساسي	محترف	مميز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	أسئلة تحدي إدراكية عالية (مهارات التفكير العليا) Questions of High Cognitive Challenge	1	جميع الأسئلة / المناقشة الفعالة هي على مستوى عال ومتسقة مع الأهداف التعليمية للدرس أو الوحدة				
	أسئلة مع إجابات صحيحة متعددة Questions with Multiple correct answers		All questions / discussion activities are at a high level and consistent with the learning objectives of the lesson or the unit				
3	الاستخدام الفعال لاستجابات وأفكار الطلاب Effective use of student responses and ideas	2	يتم تجميع الطلاب بشكل مناسب لتحقيق أكبر قدر من التعلم من الأسئلة والمناقشة و المواد التعليمية (يتم استخدام التكنولوجيا، و عموميات اليد ، الخ بشكل فعال لتعزيز الأسئلة والمناقشة الفعالة )				
	التركيز على التعليقات التي أظهرتها الطلاب في المناقشة Focusing on the reasoning exhibited by students in discussion						
5	ارتفاع مستوى مشاركة الطلاب في المناقشة high level of of student participation in Discussion		Students are grouped appropriately to achieve the most learning from the questioning and discussion Instructional materials ( technology, hand outs, etc. are used effectively to promote effective questioning and discussion.				

## 2- Engaging Students in Learning: .

S	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكشوفة	غير مرضي	أساسي	محترف	مميز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	حماسة الطالب، والفائدة، و مهارة التفكير وحل المشكلات	1	في - النشاطات الصفية				
	Student enthusiasm , interest, thinking and problem - solving		In - class activities				
2	مهام التعلم	2	الواجبات المنزلية				
	learning tasks		Homework				
3	الطلاب التي تحركها دوافع قوية للعمل على جميع المهام	3	الفصل يسير بخطى بشكل جيد				
	Students are highly motivated to work on all tasks.		Class is paced well				
4	الطلاب تعمل بنشاط بدلا من المراقبة بينما معلمهم يعمل	4	يتم تجميع الطلاب بشكل فعال				
	Students actively working rather than watching.		Students are grouped effectively				
5	مناسبة سير الدرس خطوة بخطوة	5	الطلاب لديهم مهام ذات مغزى من الجرس إلى الجرس				
	Suitable pacing of the lesson.		- Students are on a meaningful task bell to bell.				
6		6	يحصل الطلاب على دور فعال أثناء تعلمهم				
			Students take an active role in their learning.				

### 3- Using Assessment in Instruction

S	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكشوفة	غير مرضي	أساسي	ممتاز	مميز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	المعلم يولي اهتماما وثيقا ليدل على فهم الطلاب	1	عينات من الاختبارات التشخيصية				
	Teacher pays close attention to evidence of student understanding.		Samples of diagnostic tests				
2	المعلم يطرح أسئلة أنشئت للحصول على أدلة على فهم الطلاب	2	نماذج على اختبار سابق واختبار لاحق				
	Teacher poses created questions to elicit evidence of student understanding		Examples of pre -test and post test				
3	المعلم يرصد تعلم الطلاب ليقدم تغذية راجعة	3	نماذج من التقييمات التكوينية والختامية				
	teacher monitors student learning to offer feedback		Examples of formative and summative assessments				
4	يقيم الطلاب عملهم الخاص على المعايير المحددة	4	نماذج من التغذية الراجعة التي أعطيت للطلاب				
	Students assess their own work against established criteria.		Examples of feedback given to students				



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**Domain 4:**

**Professional Responsibilities**

## Reflecting on Teaching: •

S	العناصر الأساسية لإظهار المعرفة	S	الأدلة المكشوفة	غير مرضي	أساسي	مُتَرَفِّع	مُمَيِّز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	انعكاسا دقيقا على الدرس	1	خطط الدروس				
	Accurate reflection on the lesson		Lesson plans				
2	الاستشهاد من التعديلات على الممارسة التي ترسم على مرجع ممارسات الاستراتيجيات.	2	التقييمات				
	citation of adjustments to practice this draw on repertoire strategies.		Assessments				
3		3	خطط الوحدات				
			Unit plans .				
4		4	النمو				
			growth				

## 2- Communication with Families .

S	العناصر الأساسية لإظهار المعرفة	م	الأدلة المكشوفة	غير مرضي	أساسي	ممتاز	مميز
	Indicators		Artifacts	Unsatisfactory	Basic	Proficient	Distinguished
1	تكرار و ملائمة المعلومات المرسله الرئيسيه فيما يتعلق ببرنامج التدريس وتقدم الطالب	1	النشرات الإخبارية الصفية				
	<b>Frequent and Appropriate Information Sent Home Regarding the Instructional Program and Student Progress.</b>		<b>Classroom newsletters</b>				
2	اثنان – طريق التواصل بين المعلم والأسر	2	الموقع الالكتروني للفصل				
	<b>Two – Way Communication between the Teacher and families</b>		<b>Class website</b>				
3	فرص متكررة للأسر للمشاركة في عملية التعلم	3	قائمة التواصل مع أولياء الأمور				
	<b>Frequent Opportunities for Families to Engage in the Learning Process.</b>		<b>list of communication with parents.</b>				

Unsatisfactory	Basic	Proficient	Distinguished

# Appraisal

**Teacher's name:**

**Grade:**

**Classes:**

**Subject:**

**Classes Visited**

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<b>Aspects of Evaluation</b>		<b>Total</b>			
			<b>Visit No</b>	<b>Visit No</b>	<b>Remarks</b>
			<b>1</b>	<b>2</b>	
1	Lesson plan note	4			
2	Procedures of the Lesson	4			
3	Methods and techniques	8			
4	Aligning standard(s) with the lesson	4			
5	Classroom management	6			
6	Making Use of Technology	6			
7	Timing	4			

8	Students' participation	6			
9	Extra- Curricular Activities	4			
10	Differentiated instruction	6			
11	Mastery of language	6			
12	Level of achievement for students .	10			
13	Following-up and continuous assessment	4			
14	Fair and Friendly with Students	6			
15	Communication	6			
16	Punctuality	6			
17	Appearance	4			
18	Responsibility , behavior and obedience	6			

<b>Total</b>					<b>100</b>			
<b>Final</b>	<b>60-69</b>		<b>70-79</b>		<b>80-89</b>		<b>90 - 100</b>	
	<b>Fair</b>		<b>Good</b>		<b>Very Good</b>		<b>Excellent</b>	

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