



Al Ittihad National Private School Shakbout

Students Parents Handbook AY 2025-2026



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I. Introduction

Welcome to Al Ittihad National Private School Shakhbout (INPS Shakhbout).

At INPS Shakhbout, we strive to offer a forward-thinking learning experience that prepares our students to thrive in a global, digital world. We believe that education is a shared journey between the school and the family, built on trust, respect, and collaboration.

Parents remain the first and most important influence in a child's life. Our goal is to strengthen the connection between home and school so that every child feels supported, confident, and inspired to learn. As your child gains confidence in us and in their learning environment, they grow more independent while knowing they are always valued and cared for.

We recognize that every learner experiences growth differently, and we are here to support each child with understanding and empathy. When students' social and emotional needs are met, they are ready to explore, create, and succeed. Within our vibrant classrooms, children build friendships, discover their potential, and learn what it means to be part of a caring and connected community.

We invite families to be active partners in every aspect of our mission. For the latest updates and information, we encourage you to visit our website at <https://arabian-edu.com/shakhbout>. We value the connection between what children experience at school and what they learn at home. We welcome your ideas, feedback, and questions as part of our shared journey. Together, we aim to build a community grounded in trust, collaboration, and mutual respect among children, parents, and staff.

The purpose of this Family Handbook is to serve as a clear and comprehensive guide that helps families understand how to partner effectively with the school to ensure every child has a meaningful and high-quality learning experience. We encourage all primary caregivers, including extended family members or household helpers, to review this handbook and stay informed about our policies and practices. We look forward to working closely with you as our valued partners in this shared journey of learning, growth, and success.

II. General Information

Al Ittihad National Private School – Shakhbout established in 2018 INPS-Shakhbout serves the educational needs of the Abu Dhabi community through a modern campus that spans 11,450 square meters. The school provides a nurturing and inclusive learning environment for students across all



stages of their academic journey.

a. School Structure:

- Kindergarten Section: KG1 and KG2
- Elementary School: Grades 1 to 5
- Middle and High School – Boys Section: Grades 6 to 12

b. Vision Statement

A Generation of Heritage Guardians and Global Thinkers.

c. Mission Statement

At Al Ittihad National Private Schools, we are dedicated to inspiring and empowering all students through sustainable, innovative education. Our commitment is to foster their holistic development, instill essential 21st-century skills, promote lifelong learning, and empower them to excel academically. Additionally, we prioritize creating an inclusive environment where every student feels valued, respected, and supported as they grow into active, responsible heritage guardians and global citizens.

d. Values



III. History

The journey of Al Ittihad Private Schools began in the 1970s when Sheikh Rashid Bin Saeed Al Maktoum, the founder of Dubai, established the first school to deliver high-quality education that preserves Emirati



identity while embracing global perspectives. Building on this legacy, Al Ittihad National Private School – Shakhbout (INPS-Shakhbout) was founded in 2018 as the fifth branch of the Al Ittihad Private Schools network.

The school began its mission with a strong focus on heritage, values, and academic excellence. Since then, INPS-Shakhbout has grown into a thriving learning community, licensed up to Grade 12 and offering a high-quality American curriculum that promotes both cultural identity and global understanding.

Recognized for its commitment to student growth and character development, INPS-Shakhbout is a key branch of Al Ittihad Private Schools. Today, it remains dedicated to equipping students with 21st-century skills and supporting the UAE Centennial 2071 vision, empowering learners to embrace challenges, serve their communities, and thrive in a rapidly changing world.

a. Our Competencies

The attributes and descriptions of the INPS Competencies define the type of learner our school aims to nurture through its programs. Every member of the INPS community including students, teachers, administrators, support staff, and parents works together to develop these essential qualities.

Competency	Description
Collaboration	Working together to solve problems and complete tasks. Collaborative learning encourages students to work in pairs, groups, or teams to achieve shared goals and learn from one another.
Communication	The ability to convey information clearly, accurately, and purposefully. Effective communication adapts to the audience, task, and situation to ensure understanding and engagement.
Creativity	Using knowledge and skills imaginatively and productively. Creativity may result in new ideas, original solutions, innovative combinations, or fresh perspectives that bring learning to life.
Critical Thinking	Applying logic, reasoning, and evaluation to make sound judgments and solve problems. Critical thinking enables students to analyze, apply, and assess information thoughtfully.
Cultural Awareness and Citizenship	Understanding and appreciating one's own and others' cultures, traditions, and beliefs, and acting with respect and empathy. Citizenship means knowing one's rights and responsibilities and participating actively in the community.
Digital Competence	The confident, creative, and responsible use of digital tools and technologies for learning, communication, work, and participation in modern society.



Entrepreneurship	Demonstrating innovation, initiative, and creativity to turn ideas into action. In school, this involves developing and leading projects that have a positive impact on the school or local community.
Global and Environmental Awareness	Recognizing global interdependence and acting responsibly toward people and the planet. Students learn to consider social, cultural, economic, and environmental perspectives in their decisions.
Leadership	Inspiring and guiding others toward a common goal through integrity, empathy, and collaboration. Leadership can be demonstrated in everyday actions and shared responsibilities.
Independent Learning	Taking ownership of one's learning by knowing how, when, and where to seek help and by managing tasks confidently without constant supervision.
Initiative and Self Motivation	Assessing situations independently, taking responsibility, and solving problems proactively. Self-motivated learners set goals, stay determined, and persevere without needing external pressure.
Problem Solving	Identifying, analyzing, and resolving challenges effectively. This involves applying critical and creative thinking to finding the most suitable solutions to both simple and complex problems.
Self Confidence	Believing in one's abilities and skills to perform tasks successfully and approach challenges with a positive, capable mindset.

b. Our Aims

- To educate a generation to develop into exceptional leaders that can cope with the challenge of an ever-growing global world, while respecting their cultural and religious heritage.
- To foster academic achievements, positive attitudes and values, growth of a strong self- image and respect for others through the dedicated efforts of professional staff and the curricula and extra-curricular programs offered by the school.
- To promote quality and equality
- To encourage the students to learn the skills necessary to function both as individuals and as members of a group.
- To offer a variety of courses within the disciplines of math, science languages and humanities
- To recognize that each student has unique needs and abilities and to provide remedial programs when and where necessary.
- To create a safe, warm, caring, and respectful environment that provides a supportive climate for learning.

IV. Code of Ethical Conduct

INPS-Shakhbout follows the Abu Dhabi Department of Education and Knowledge Code of Ethical Conduct. We uphold the following values to guide all interactions in our community:



- We treat every individual with dignity and kindness and work to create a positive climate for all learners, with sensitivity to differences in age, ability, language, culture, religion, and family structure.
- We communicate in respectful, and culturally sensitive ways, using encouraging language and active listening to build trusting relationships.
- We partner with families through regular two-way communication, recognizing effort and achievement, responding in developmentally appropriate ways to questions and concerns, and using proactive, fair conflict-resolution practices.
- We are committed to diversity, equity, and inclusion. We welcome students of determination and collaborate with families to provide reasonable accommodation and support plans within school resources and policies so that each child can learn safely and successfully.
- We maintain professional boundaries at all times. Any physical contact is limited to care, safety, or instruction and follows safeguarding guidance. We do not tolerate bullying, harassment, or any form of corporal punishment.
- We protect student privacy. Personal information and images are handled responsibly and shared only with consent and in line with school policy.
- We use technology and social media responsibly. Communication with students follows school channels, and community members seek permission before sharing student images or school content online.

a. Additional Key Statements

Safeguarding Statement

The welfare of the child is paramount. Staff are required to report concerns promptly and are prohibited from private or inappropriate communication with students and from any corporal punishment.

Privacy and Data Protection

Student records and photos are confidential. The school secures data and shares information only with authorized parties and with consent, in line with policy.

Digital Conduct and Social Media

Community members should not post content that harms children or the school's reputation and should request consent before sharing images from school events.

Professional Boundaries

School communication with students occurs through approved platforms. Staff do not engage in personal or informal messaging with students.

Responding to Concerns

Concerns can be raised through the school's designated channels. Breaches of the Code may result in action by school policy.



V. Statement of Curriculum

a. Curriculum Overview

At Al Ittihad National Private School-Shakhbout, we implement a comprehensive **K-12 American curriculum** aligned with ADEK Curriculum Policy, international academic standards, and UAE national educational requirements. Our curriculum ensures high expectations, appropriate challenge, and meaningful learning pathways across all grade levels and subjects.

Our academic program integrates:

- **California Common Core State Standards (CA-CCSS)** for English Language Arts, Mathematics, Humanities, and Creative Arts
- **Next Generation Science Standards (NGSS)** for science
- **California Computer Science Standards and ISTE Standards** to foster digital fluency, computational thinking, and responsible technology use
- **Advanced Placement (AP) College Board Frameworks** across selected disciplines to provide rigorous college-level study and enhance university readiness
- **UAE Ministry of Education (MoE) Standards** for Arabic Language, Islamic Education, UAE Social Studies, and Moral / Social Studies (*for both Arab and non-Arab learners*)

Our curriculum is guaranteed, viable, and vertically aligned, ensuring consistency, equity, and structured progression of concepts and skills from Kindergarten through Grade 12. Instruction and planning are guided by a backward-design (UbD) approach and supported by collaborative planning, curriculum review cycles, and continuous professional learning.

We embrace a mastery-based and inquiry-driven model that promotes deep understanding, critical thinking, innovation, communication, creativity, and global competencies. Learning is supported through differentiation, enrichment, and targeted intervention, ensuring success for all learners, including Students of Determination, English language learners, gifted and talented students, and high achievers.

Our curriculum is further strengthened through alignment with international benchmarks and student performance data, including MAP, IBT, PISA, TIMSS, and PIRLS, supporting our continuous improvement focus and preparing students for global academic standards and UAE equivalency requirements.



We provide a rich range of co-curricular and extracurricular opportunities in academics, leadership, arts, sports, STREAM, creativity, and community service, ensuring that students develop holistically and grow into confident, responsible, and ethical young adults.

Through our commitment to academic excellence, UAE identity, and future-ready competencies, INPS-Shakhbout empowers students to become heritage-rooted global citizens and lifelong learners, ready to thrive in further education, careers, and society.

b. Integration of National Identity and Values

At INPS-Shakhbout, the values and identity of the United Arab Emirates are deeply embedded across all stages of learning, from the early years to Grade 12. In line with the ADEK National Identity Mark Framework, our educational approach emphasizes pride in Emirati heritage, appreciation of UAE history and traditions, and respect for Islamic and moral values.

We prioritize the development of strong Arabic language skills, ensuring that all learners build confidence and fluency in Arabic as a primary vehicle for culture, identity, and expression. National events, UAE cultural celebrations, and heritage-based learning experiences are integrated throughout the school year, fostering a meaningful connection to UAE traditions, symbols, and national achievements.

Students engage in initiatives that promote social responsibility, community service, and environmental stewardship, supporting the UAE's sustainability and future vision. Through daily routines, curriculum experiences, leadership opportunities, and behavioral expectations, students are encouraged to embody respect, responsibility, integrity, and loyalty to the UAE. This holistic and purposeful approach ensures that our learners grow as proud members of the UAE community—able to honor their cultural roots, contribute positively to their society, and confidently participate in an interconnected global world while upholding the values and aspirations of the United Arab Emirates.

c. International Assessments and University Readiness

Al Ittihad national Private School- Shakhbout plays a pivotal role in preparing students for key international benchmark assessments that support the UAE National Agenda and global competitiveness, including MAP, PISA, TIMSS, IBT, and PIRLS. These assessments help measure



student growth, guide instructional improvement, and ensure that learners develop the skills required for international academic standards.

In the upper grades, we prepare students to meet all UAE Ministry of Education (MoE) and ADEK graduation and equivalency requirements for American curriculum students. This includes completing all high-school coursework and successfully meeting college-readiness requirements. Students are supported in preparing for the necessary standardized assessments such as IELTS or TOEFL for English proficiency, SAT, and Advanced Placement (AP) exams, as applicable. In addition, students follow the UAE-mandated pathways for equivalency recognition, which include meeting approved external testing criteria toward university admission and national recognition of the High School Diploma.

Through this comprehensive preparation model, we ensure that students graduate with the skills, credentials, and qualifications required for higher-education pathways in the UAE and internationally, enabling them to pursue competitive university admissions and successful future careers.

VI. Admission Guidelines

a. Class Size

INPS-Shakhbout follows the ADEK regulations regarding class capacity, student placement, and equitable access to education. Class sizes comply with ADEK standards to ensure a safe, inclusive, and supportive learning environment and to maintain effective teacher–student interaction.

- Kindergarten (KG1 & KG2) : A maximum of 25 students per class
- Grades 1–12 : A maximum of 30 students per class

Placement decisions are made in accordance with ADEK policies and may consider additional factors such as student needs, classroom environment, and approved capacity limits for specialized learning support settings. Classes for Students of Determination follow ADEK inclusion guidelines, ensuring appropriate accommodation, staffing, and support are available.

Admission and class assignment processes are handled fairly, without discrimination, and seats are allocated based on availability, regulatory approval, and successful completion of admission requirements set forth by ADEK and the school. The school reserves the right to adjust class allocations when required to meet ADEK compliance, safety standards, and appropriate learning conditions for all students.



b. Siblings

INPS-Shakhbout values family unity and tries to support families with multiple children. While admission is subject to seat availability and fulfilment of all ADEK and school admission requirements, priority consideration may be given to applicants with siblings currently enrolled at the school. This priority is applied fairly and transparently, without compromising compliance with admission standards, age-eligibility regulations, and placement capacity. All sibling admissions remain contingent upon meeting entry criteria, completion of required documentation, and availability of seats in the appropriate grade level and program.

c. Gender of Child

The school aims to maintain a balanced ratio of boys and girls across sections where applicable, while ensuring that gender is not used as a basis for exclusion or discrimination in the admission process.

INPS-Shakhbout is committed to ensuring a learning environment that supports student wellbeing, safety, and cultural values. While the school aims to maintain appropriate class distribution and balance across grade levels, student placement is conducted in accordance with ADEK guidelines on gender grouping requirements for different phases. The school ensures that admissions and placement decisions are fair and non-discriminatory, and that gender is never used as a basis for exclusion, academic disadvantage, or unequal access to educational opportunities. All admissions are subject to seat availability and aligned with ADEK regulations and school operational structures

d. Ability

INPS-Shakhbout welcomes learners of all abilities and is committed to equitable, non-discriminatory admissions. The school provides learning support and reasonable accommodation for students with additional learning needs and learners who may be at academic, social, or emotional risk. Our goal is to support every child's success and wellbeing through early support, individualized plans, and close cooperation with families.

e. Affiliation with INPS

Priority consideration for enrolment may be given to children of INPS employees. This consideration is applied fairly and transparently and does not override eligibility criteria or capacity regulations. After accommodating such applicants, seats may be offered to the wider community, subject to seat availability, and eligibility

f. Entrance Exam / Interview

Admission decisions are made based on seat availability, age-eligibility, and successful completion of the admission process. All applicants participate in age-appropriate assessments to help the school



understand their learning profile and support needs; however, these assessments are used strictly for placement and support planning, not for competitive selection or exclusion.

- **Grades 1–12:** Students complete diagnostic assessments in English, Mathematics, and Arabic (where applicable) to inform placement and learning support requirements.
- **Kindergarten:** Applicants attend a readiness observation/interview to understand developmental, social, and school-readiness skills in a supportive, child-friendly setting.

If further documentation or clarification is needed, families may be contacted to ensure appropriate placement and support, and to confirm that the school can meet the educational needs of the child in line with ADEK inclusion expectations. All admissions decisions are guided by the best interest of the child, adherence to ADEK standards, and the school's capacity to provide appropriate support.

g. Notification of Admission

Families of accepted applicants will receive a formal admission notification in writing (email or official letter). Parents/guardians must confirm enrolment within the specified timeframe by completing all registration requirements, submitting the required documentation, and paying the applicable fees in line with the school's admissions process.

If enrolment is not confirmed within the allotted time, and required documentation or payments are not submitted, the school reserves the right to offer the seat to another applicant on the waiting list, in accordance with seat availability. All placements are managed transparently and fairly, ensuring equal access and adherence to regulatory timelines and capacity limits.

h. Evaluation and Reporting

Teachers use a range of ongoing observations, assessments, and learning evidence throughout the year to monitor student progress, inform instruction, and support each child's academic and personal development. Assessment information is systematically recorded and analysed to guide lesson planning, differentiation, targeted support, and enrichment opportunities for individuals and groups of students.

Student progress is formally shared with parents through scheduled report cards and parent-teacher conferences during the academic year, ensuring families remain informed about academic achievement, personal growth, and next steps for improvement. Parents are also encouraged to maintain regular communication with teachers to discuss their child's progress, wellbeing, and any additional support required, fostering a collaborative approach to student success.

i. Non-Discrimination

INPS-Shakhbout is committed to fair and equitable admission practices and does not discriminate against applicants on the basis of gender, nationality, religion, language, or learning needs. All applications are reviewed consistently and transparently, with decisions based on age



appropriateness, readiness, and the school's ability to provide the necessary support for each student's development and wellbeing. Every applicant is given equal consideration in line with our commitment to inclusion, diversity, and providing a supportive learning environment for all students.

j. Disclosure and Documentation

Parents and guardians are expected to provide complete, accurate, and up-to-date information about their child's academic background, health, and learning needs. This enables the school to ensure appropriate placement, plan suitable support, and maintain accurate records in line with regulatory requirements.

k. Transfer and Withdrawal

Transfers from or to another school within Abu Dhabi must follow ADEK's official procedures and forms. All student movement between schools must follow the official procedures, documentation, and timelines set by ADEK. Transfer and withdrawal requests must be submitted in writing in advance. Seats cannot be guaranteed if transfer processes are not completed within required timeframes.

I. Inclusion and Learning Support

INPS-Shakhbout is an inclusive school that welcomes all students and ensures equitable access to high-quality education and support. We believe that every child is unique and work closely with families to provide the most suitable learning experience for each student.

Support may include individualized accommodations, differentiated instruction, and targeted interventions based on the needs of the student. When necessary, a Documented Learning Plan (DLP) or Individual Education Plan (IEP) is developed to guide support and track progress.

The Inclusion Team, led by the Head of Inclusion, collaborates with teachers, parents, and qualified specialists to ensure smooth transitions and effective support.

A tiered model of intervention is followed:

- **Tier 1:** High-quality inclusive classroom instruction and differentiation
- **Tier 2:** Targeted small-group or focused intervention sessions
- **Tier 3:** Individualized intensive support, with external specialists involved when appropriate

This structured approach ensures that every learner has access to the support they need to thrive academically, socially, and emotionally.



m. Responsibilities of Parents

Parents and guardians are valued partners in their child's learning journey and wellbeing. They are expected to work collaboratively with the school to support academic progress, personal development, and positive behavior. Families are encouraged to:

- Maintain regular and constructive communication with teachers, the Inclusion Team, and relevant school staff.
- Participate in meetings, reviews, and school events, and support the successful implementation of any agreed learning or support plans.
- Ensure that their child attends school consistently and punctually and arrives prepared and ready to learn each day.
- Promote positive attitudes toward learning and reinforce respectful conduct, responsibility, and school values at home and in the wider community.

By working together, we help create a supportive, inclusive, and safe learning environment in which every student feels valued, respected, and empowered to achieve success and personal growth.

VII. Communication (Home-School Connection)

Regular and respectful communication between families and the school is essential in supporting each student's learning, development, wellbeing, and positive school experience. INPS-Shakhbout encourages open communication that strengthens home-school partnership while ensuring that all interactions follow approved communication channels and uphold student privacy, digital safety, and professional standards.

The school provides families with timely and accurate information throughout the academic year, including academic updates, behavior expectations, important dates, school procedures, and opportunities for parent engagement. Families are encouraged to check official communication platforms regularly to remain informed and connected.

Communication with parents is facilitated through the following approved channels:

- **School Calendar & Announcements:** Key dates, conferences, and school holidays are shared to help families plan and support student success.
- **Weekly & Monthly Newsletters:** These provide important updates, celebrate school events, highlight learning experiences, and share reminders relevant to the school community.
- **Learning Platforms & Email:** Teachers and relevant staff communicate through official school platforms to support learning, student progress, and wellbeing needs.
- **SMS Alerts:** Used for urgent notifications, reminders, and time-sensitive information in line with digital safety and privacy expectations.
- **Homeroom Teacher/Section Principals:** For Kindergarten and Primary students, the homeroom teacher is the primary point of contact for academic or pastoral matters.



All school communication follows appropriate digital safety, safeguarding, and data protection practices. Parents are encouraged to use official channels, respect communication timelines, and engage constructively with staff to support a positive and collaborative partnership focused on student wellbeing and success.

Official Parent Meetings

Formal parent-teacher meetings are scheduled twice per year and are included in the school calendar to ensure families have structured opportunities to discuss academic progress, wellbeing, and goals for continued growth. In addition to these formal reporting periods, parents are welcome to request meetings throughout the year to support their child's learning journey.

To ensure that communication remains effective, respectful, and aligned with professional responsibilities and safeguarding standards, parents are encouraged to schedule appointments in advance when wishing to meet with teachers or school leadership. Meetings should be arranged through the section administration or via official school communication channels and held during designated staff availability times or teacher office hours.

Walk-in or informal visits may be accommodated when appropriate and when supervision and scheduling allow; however, maintaining scheduled appointments helps ensure privacy, preparation, and sufficient time to address student needs constructively. The school is committed to maintaining open communication and collaboration with families while ensuring a safe, organized, and supportive learning environment for all students.

The INPS Website

The INPS-Shakhbout website (<https://arabian-edu.com/shakhbout>) serves as an official communication platform for parents, students, staff, and the wider school community. It provides timely and accurate information about school events, academic programs, policies, and key announcements, helping families stay informed and connected to school life.

The website also offers access to important learning information, including curriculum guidance, learning resources, and class-related updates, allowing parents to remain engaged in their child's education. Families are encouraged to visit the website regularly to stay updated on school activities, academic initiatives, and community events.

All digital communication through the school website adheres to secure and responsible use guidelines, ensuring student privacy, wellbeing, and safe online practices in line with school and local regulatory expectations.



The School LMS

INPS-Shakhbout communicates with parents through approved learning platforms: **Seesaw** for Kindergarten to Grade 3 and **Schoology** for Grades 4 to 12. These platforms support secure and structured communication between home and school, allowing families to access learning updates, assignments, announcements, and school-wide information.

The school uses the Learning Management System (LMS) to share academic information, school events, reminders, and urgent notifications. Parents/guardians are expected to check the LMS regularly to stay informed and engaged with their child's progress and school activities, and to ensure timely receipt of important messages.

All communication through Seesaw and Schoology follows safe digital practices, protects student privacy, and adheres to appropriate professional and safeguarding standards. Families are encouraged to access the platforms through secure personal devices and to support their child in responsible and safe technology use.

Parents' Care Email

Parents may contact the school for non-academic inquiries or general concerns via the official parent support email: parents@inpsshakhbout.com

This channel is monitored by designated staff who respond in a professional and timely manner. All emails are documented and addressed appropriately to ensure accurate follow-up and effective resolution. Parents are encouraged to include relevant details so the school can support them efficiently.

Class Dojo (KG–Grade 5)

ClassDojo is used as a behavior management and positive reinforcement tool for Kindergarten through Grade 5. Teachers may award points to recognize student effort, participation, behavior, and growth. Each student has a secure profile, and parents are able to view their child's progress and celebrate achievements from home through their own login. Parents must keep the school updated with current contact information, including phone numbers and email address at all times.



An Environmentally Friendly School

INPS-Shakhbout is committed to fostering environmental responsibility and promoting sustainable practices across our school community. We encourage students, staff, and families to contribute to a culture of sustainability by making environmentally conscious choices, reducing waste, conserving resources, and participating in environmental awareness initiatives. Our approach supports students in developing a deep understanding of environmental stewardship and the skills required to contribute positively to a more sustainable future for the UAE and the world.

As part of our commitment to environmental sustainability, the school adopts eco-friendly practices, including:

- Waste reduction and recycling initiatives
- Minimizing paper usage by leveraging digital platforms for communication and learning
- Encouraging responsible energy and resource consumption
- Integrating environmental awareness into learning experiences and school activities

To support these efforts, school communication, homework, and learning updates are shared primarily through our LMS and approved digital platforms, reducing reliance on printed materials and promoting responsible digital engagement.

The School Day

Grade Level	Monday – Thursday	Friday
KG	7:20 am – 1:10 pm	7:20 am – 11:45 am
Grades 1-12	7:20 am – 2:40 pm	

Arrival and Morning Procedures

All students are expected to arrive on time. The school day begins at 7:50 am. A student who arrives after 7:35 am is marked as late.

There are no waiting rooms after 3:10 PM from Monday to Thursday, and after 12:10 PM on Friday. Parents must accompany the student inside the school if they are late in the morning. They should not drop the students off at the school gate or leave them with security.

Morning Drop Off

Parents are welcome to drop their children at school from 7:15 am onwards.

Assemblies and National Anthem



Just after the bell (around 7:35 am), the UAE National Anthem is played.

As soon as the music starts, all parents, teachers, staff, students, and visitors must stop and look towards the flag.

Everyone must show solemn to the national anthem.

Students are expected to be at school to attend the morning assembly and UAE National Anthem as prescribed by the school management.

Weekly morning assemblies for all sections are assigned on certain days where all students are required to attend.

On occasions, parents are invited to attend Kindergarten and Primary students' assemblies to celebrate children's achievements and accomplishments and watch them perform.

VIII. Attendance and Absenteeism

Students are expected to attend school every day, unless they are unwell or facing an approved extenuating circumstance. Regular attendance is essential to support academic progress, wellbeing, and consistent learning. Families are expected to ensure that their child attends school on time and is ready to learn each day.

As part of the school's Safe Arrival and safeguarding procedures, morning attendance is taken daily and recorded in eSIS. Parents/guardians must notify the school in advance, or as early as possible in the morning, if their child will be absent. If a student is marked absent without prior notification, the school will contact the parent/guardian to confirm the reason and ensure the child's safety. In line with regulatory requirements, all unreported absences must be followed up within two (2) hours of the attendance register closing.

Extended or repeated absences may negatively impact learning and wellbeing. Families are therefore expected to avoid unnecessary absences and schedule travel, appointments, and personal commitments outside school hours whenever possible. Students are required to attend approximately 180–190 school days per academic year, in line with ADEK-approved school calendars.



The school will follow ADEK procedures for monitoring attendance and supporting students who exhibit patterns of frequent or unexplained absence. Excessive absenteeism may require formal follow-up, parent meetings, or further action to ensure student success and compliance with attendance requirements.

a. Recognized Types of Absence

There are two kinds of recognized absence:

Excused Absences

An absence may be classified as excused when it is supported by appropriate documentation and approved by the school. Parents/guardians must notify the school as early as possible and provide valid justification. Excused absences include:

- Illness, supported by a parent note or medical certificate as required
- Bereavement (first- or second-degree relative)
- Pre-scheduled medical or therapeutic appointment
- Mandatory attendance at an official appointment or government authority
- Emergency family travel due to medical reasons or bereavement
- Participation in conferences, competitions, or sanctioned school events (with Principal approval)
- Religious observance not designated as a UAE public holiday
- Approved study or examination leave
- Government-mandated school closure (e.g., extreme weather)
- Absence related to medical, therapeutic, or support needs for Students of Determination or students with ongoing medical conditions, with appropriate documentation

All excused absences are subject to school review and must align with ADEK attendance reporting standards. Parents may be requested to provide medical certificates for longer absences or repeated medical leave.

Unexcused Absences

An unexcused absence refers to a student being absent from one or more classes without prior notification, valid justification, or approval from the parent/guardian and the school. This includes any absence that:

- is not pre-arranged with the school,
- is not supported by required documentation, or
- does not meet the criteria for an excused absence and is therefore not approved by the school administration.

Unexcused absences are recorded and monitored in accordance with school attendance procedures. Appropriate follow-up will be initiated to ensure the student's wellbeing, safety, and academic progress, and to support regular attendance expectations.



Attendance Follow-Up and Intervention

To promote strong attendance and comply with Emirate-wide regulations:

- The school monitors attendance daily and records all absences in eSIS. Parents/guardians will be contacted if a student is absent without notification to ensure safety and verify the reason.
- When a student's absences reach **5% of school days**, this is treated as an early warning indicator. Parents/guardians will be contacted to understand the cause of absence and agree on steps to support improved attendance.
- Continued or repeated absenteeism may result in the student being identified as **educationally at risk**. In such cases, the school will implement a structured support plan in collaboration with parents/guardians, teachers, and the school leadership team to ensure continuity of learning and student wellbeing.
- Unexcused absences trigger progressive follow-up actions, which may include verbal reminders, written warnings, parent meetings, commitment letters, and referral to the school disciplinary committee in line with ADEK attendance procedures.
- Extended unexplained or unapproved absence may result in formal action, including referral to safeguarding authorities when a student's welfare may be at risk.
- **Withdrawal from school may occur only after 12 consecutive school days of absence**, and only after all ADEK-required intervention steps, documentation, and notifications have been completed.

Parents/guardians are expected to support regular, on-time attendance and to avoid unnecessary absences, as consistent attendance is essential for academic progress, wellbeing, and successful promotion to the next grade level.

Sickness and Accidents

If your child has any of the following symptoms, high fever, inflamed throat, eye discharge, unidentified rash, vomiting, or diarrhea, you must keep him/her at home unless medical clearance has been given.

If your child becomes ill during the day, the parent/guardian will be notified. Parents are expected to collect their child promptly when called due to illness. If medical advice is required, the school will seek it immediately. In the event of an accident or emergency, the parent or the person named as the emergency contact will be contacted. If the situation requires a doctor, your child will be taken to the nearest medical clinic.

Absence Due to Illness

- For absences up to three (3) consecutive days, parents must submit a written note explaining the reason for the absence.



- On the fourth (4th) consecutive day, a medical certificate from a DoH-licensed physician is required; otherwise, the absence will be recorded as unexcused.
- ADEK allows up to 12 school days per academic year of excused medical absence without a doctor's certificate.
- For chronic medical conditions that require extended absence, parents must submit updated medical reports from a DoH-licensed physician or relevant health authority.

IX. Bus Rules and Guidelines

Al Ittihad National Private School – Shakhbout is committed to providing a safe, reliable, and efficient school transportation service in accordance with the Abu Dhabi Department of Education and Knowledge (ADEK) School Transportation Policy and the Integrated Transport Center (ITC) regulations.

The following rules and guidelines apply to all students using the school bus service. They are designed to ensure students' safety, respect, and responsibility throughout each journey.

a. Bus Safety and Supervision

All buses will be equipped with seat belts. There will be a supervisor on each bus to ensure that all students wear their seat belts and assist them in boarding and exiting the bus. Contact numbers for bus supervisor will be provided at the beginning of the school year.

Parents will be informed of the exact pick up and drop off timings by the bus driver before the start of the school year. Please contact the bus supervisor if a student is going to be absent on any given day.

Please do not keep the bus waiting, as it causes inconvenience to other students on the route. The bus will wait for 3 minutes and then continue on the route.

If parents meeting a particular student are not waiting at the drop off point at the said timing, then the students will be brought back to school. Parents will then be required to collect the students from school. Due to safety concerns, handing over students on the way is prohibited.

Parents will have to wait for the students as per the transportation route. For safety reasons, no student will be dropped anywhere other than their agreed drop off point.



If for some reason the student will not be taking the bus home on any given day, please communicate with the school's Front Desk Administrator by midday at the latest.

b. Student Conduct and Safety

- Students should remain seated while bus is moving.
- Seat belts must be worn at all times.
- Noise level should not disturb others. No shouting, yelling or talking loudly.
- Behavior should not annoy others.
- Students who misbehave on the bus will not be allowed to continue using the transportation.
- No offensive, profane or insulting language should be used.
- Physical abuse and bullying are unacceptable.
- Students' tablets are not allowed on the bus but are the responsibility of the student and must remain in their bags at all times. Elementary students may not use any electronic items.
- Food and drink are not allowed on the bus.
- All garbage must be removed from the bus. The bus must be kept clean.
- Damage or vandalism to the buses will result in repair costs being invoiced to parents and consequences for students.
- Students are responsible for getting on the bus on time after school; buses will not wait or be called back for students. Kindergarten and Primary students will be escorted by the bus supervisors.
- Students are not allowed to switch buses.
- Non-bus students will not be allowed on the buses at any time.
- The bus supervisor is in charge of students on the bus. The bus driver and the supervisors are to be treated respectfully and their instructions must be followed.
- While on the bus, students must represent the school with pride.

The INPS-Shakhbout behavior code and its consequences will apply.

Students who violate bus rules may lose the privilege of the bus service.

c. Parental Responsibility and Bus Service Eligibility

Only students who pay for the bus service are allowed to use the buses and students must only travel on the bus assigned to them. i.e., students cannot switch buses because they are going to their friend's house.

- Parents will be asked to sign the bus rules and guidelines.



- Additional ADEK Compliance Points for the Handbook
- To ensure full alignment with the ADEK School Transportation Policy (Version 1.1, September 2024):
- Bus Supervisor Permits: All bus supervisor hold valid ITC permits and are registered in the ADEK PASS system.
- Journey Duration: Each route complies with ITC-approved maximum travel times.
- Designated Pick-Up and Drop-Off Points: No student will be released except to a parent or authorized responsible adult (for students under 11 years).
- Training: Students receive periodic safety orientation on proper bus behavior and pedestrian safety.
- Field Trips: All field trip transport follows ADEK-approved specifications for school or tourist buses, including seat belts, first aid kits, fire extinguishers, and emergency exits.
- Communication: Bus supervisors notify parents and the school of any delays, absences, or safety incidents.
- Complaints: Parents may address transportation concerns through the School Transport Coordinator or Principal, following ADEK Section 2.8 of the Transportation Policy.

X. Medication

All medication requirements must be written in the daybook and signed by the parent/guardian. Ensure that medication is given to the School Nurse for safety. All medication must be labeled clearly with the child's name. We do keep pharmacy medicines on the premises, which if we have to administer to your child, we will contact you and ask for your permission.

Emergency Information

Please keep us informed and updated of changes in address, home phone number, work phone number, emergency contact numbers and medical information regarding your child. We need to reach you quickly in order to respond properly in case of an emergency.

XI. School Uniform

<https://emirates-industries.myshopify.com/collections/al-ittihad-school>

INPS- Shakhbout reserves the right to insist that students wear the school uniform assigned by the school management. Students must abide by the INPS-Shakhbout Dress Code and Appearance Policy of wearing the school uniform during a school day.



Requirements

- **Trousers:**

- Trousers used for boys from grade 1 - 12
- Dark blue trousers with two side pockets 60% polyester 40% cotton
- Should fit properly.
- Short used for KG1 and KG2 students
- Dark blue short with two side pockets
- Adjustable waist

- **Dress:**

- **KG 1 and KG 2 dress**

- Stripped blue and white dress 80% cotton 20% polyester
 - Length: below the knee
 - Round collar
 - 5 x 5 cm School logo on the left side

- **Girls dress from grade 1- 4**

- dark blue sleeveless dress – pleated on both side of the skirt.
 - Length: below the knee

- 5 x 5 cm School logo on the left side

- **Girls dress from grade 5-12**

- Dark blue sleeveless dress
 - A line shaped with two hiding pockets
 - Length: below the ankle

- 5 x 5 cm School logo on the left side

- **Shirt Styles for all students from grade 1-12**

- A striped blue and white cotton 100% shirt
 - Formal collar with one pocket on the left side
 - Available as a long sleeve for all girls and short sleeves for boys only
 - 5 x 5 cm School logo on the left side

- **PE uniform:**

- All students from KG 1 to Gr. 12**

- Polo-style white 100% cotton shirt
 - The shirt should fit properly.
 - Undershirts must be white.
 - Nave blue PE jacket and trousers 80% polyester, 20% cotton.
 - white side thin strip
 - 5 x 5 cm School logo on the left side of the jacket and the polo shirt

- **Shoes**

- Athletic shoes, shoes, are all acceptable but must be solid black.



- Sandals or flip flops of any kind are prohibited.
- White Socks
- White insole athletic shoes must be worn in the gym and on the green field.
- **Sweaters**
- Students can wear plain sweaters (white, dark blue, gray, black)

XII. Enforcement

The Section principal shall ensure that the policy is enforced in a consistent manner and require the students and the student's parent/ guardian to take appropriate action to remedy situations determined to be in conflict with this policy. Disciplinary action shall be taken for violation of the school uniform and appearance policy in accordance with Al Ittihad National Private School - Shakhbout code of students conduct.

a. Classroom and Section Rules

Students are expected to follow and implement classroom rules which will be posted in classrooms:
(Ref. INPS- Shakhbout Behavior Policy)

- Pass Card: Students are expected not to roam around the school during lesson time, except after getting a pass that determines where they are going.
- Show respect to teachers, classmates and all workers and avoid bad words and misbehavior.
- Students are expected to show pride in the INPS- Shakhbout campus. Classrooms, Canteens, hallways, bulletin boards, grounds, fields, and other shared areas should be kept neat, tidy and clear of rubbish and personal belongings.
- Students are expected to be punctual, arrive to their classes on time and stay calm throughout the lesson.
- Students are expected to take exams as scheduled and do not postpone any exam. Travel related



excuses will not be accepted.

- Respect the rights of others by not being disruptive and by not purposely raising your voice during class and especially while the teacher is explaining or instructing.
- Students are not allowed to leave the class without teacher's permission.
- Students are not allowed to go to the cafeteria except during breaks.
- Students are not allowed to bring unhealthy food, fizzy drinks and energy drinks
- Students are not allowed to eat in class and during classes.
- Avoid going to the clinic without their teacher/supervisor's permission.
- Students are strictly prohibited from entering teachers' lounges and walking around the school facilities.
- Students should not be late for their classes, especially after breaks.
- Students are always expected to behave appropriately, and avoid any behavior contrary to religion, values, customs, and traditions.
- Avoid cheating in all its forms.
- Students are not allowed to bring large amounts of money, expensive watches, jewellery, and the school will not be held responsible for any loss.
- Personal celebrations such as birthday parties are not allowed in the school

b. Lost and Found

“Lost and Found” boxes are located in the reception area of each section. By leaving valuable items at home, you can avoid loss of equipment and clothing. All items must have your child's name on them.

c. Electronic Devices:

- It is strictly forbidden to bring mobile phones to school. If violated, the device will be confiscated and will be given to parents by the end of the academic year.
- Should there is a need for a “laptop” or “camera” be brought to school, it should be kept in



the supervisor's office until use.

- If a device is brought without the knowledge of school officials, the school will not be responsible for any loss or damage.

d. Promotion of students to the next Kindergarten and Grades 1 to 5

All students in KG and Cycle 1 will be promoted to the next grade, except in rare circumstances. The decision to retain a student in the same grade will be taken after considering the guidelines included in this policy.

e. Grades 6 to 12

All students in grades 6 to 11 will be promoted to the next grade when they meet the promotion requirements as per the ADEK-approved curriculum. A student cannot be retained in a certain grade more than two consecutive years maximum and no more than two different grades during the entire school education. The school must provide such students with the necessary learning support.

As part of the graduation requirements in Grade 12, students must:

- Meet the Ministry criteria to pass grade 12, i.e. attaining at minimum the passing grade in all subjects.
- All graduates must seek “UAE Equivalency” status for their High School Diploma and must sit for:
 - TOEFL (Minimum score: 61 or pass the IELTS with minimum 5.5 band).
 - SAT 1 – MATH component (Minimum score: 450) before graduation.

f. Note: Passing Percentage:

- a- Passing percentage for all Arabic subjects for Grades 1-8 is 50%.
- b- Passing percentage for all English subjects for Grades 1-12 is 60%
- c- Passing percentage for all subjects for Grades 9-12 is 60%



g. Field Trips

Educational fieldtrips are an extremely important element of Al Ittihad National Private School - Shakhbout (INPS-Shakhbout). Carefully planned field trips allow the students to make connections between the planned curriculum and their everyday experiences. Field trips promote learning in a real context.

Only students who have submitted permission slips signed by parents will be allowed on the visit. Those unable to attend will be placed in any other activities in the school for the day.

h. Nutrition Policy

INPS-Shakhbout has an anaphylaxis policy that bans all food with nuts and traces of nuts. Please avoid packing peanuts, peanut butter or products that contain peanut oils. Parents should communicate with staff regarding their child's food intake concerns or special requirements. Families of children with special diets should provide a letter from a medical practitioner/dietitian outlining the condition or allergy. Cookies, sweets, chips, and fizzy drinks are not allowed at school.

i. Volunteering

Information about volunteering opportunities will be sent home. Adult family members are welcomed. Volunteer form must be completed and returned back to the office. We will use information provided to schedule activities according to parent preferences as much as possible.

j. EHS and Child's Protection Policy

EHS and Child's Protection Policy will be available on the school website, in the Administration of each department and at EHS Office. All parents are asked to read it and apply.



k. Suspension or Termination of Enrolment Policy

Termination is always a last resort action which is carried out only when the School Principal and teachers feel that such action is in the best interest of the child, or the other children enrolled. If the INPS is unable to meet the needs of the child and/or family, every effort will be made to refer the parent to a more appropriate program for their child. The circumstances under which a child may be terminated are explained below:

1. The student exhibits extremely aggressive behavior which endangers other students and/or staff.
2. The child's health and safety at the school cannot be assured due to circumstances such as impulsive, risk-taking behavior.
3. Unwillingness of the parent(s) to work with teachers in the management of their child's behavior, and/or refusal to follow the INPS's recommendations for outside support services.
4. Nonpayment of tuition.
5. Continued lateness of parents picking up their child.
6. Parent's display of inappropriate behavior towards staff or students, including but not limited to disrespectful language, disregarding program policies, verbal and/or physical harassment or any unlawful behavior.
7. Falsifying information on child enrolment forms.

Parents will receive a written explanation of the reasons why, and the circumstances under which the child may return.