



2024 - 2025


PARENT/STUDENT

HANDBOOK

Keep In Touch
With Us

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www.almaarefps.com 

Baghdad St.-Al Qusais 1 - Dubai 

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Welcome

Welcome to Al Maaref Private School (AMPS).

We believe that learning is most effective, and students thrive when a strong sense of partnership exists between parents and the school in embracing the mission of the school. Frequent and effective communication is a vital part of a solid partnership, and we hope that this handbook will help in fulfilling this all-important goal.

Contained within this handbook you will find a wealth of information about the school, making the handbook a great starting place if you're looking for answers to specific questions. In addition, please do not hesitate to contact your child's teacher or supervisor for additional information, to ask a question, or to express a concern.

We look forward to partnering with you this school year as we work toward fulfilling our mission and giving your child the very best possible education.

Thank you for your support.

Sincerely,

The AMPS Leadership Team



Important Staff Contact Information

Administration		
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Elementary (Grades 1-5)		
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About AMPS

Our Mission

At AMPS, we inspire innovation, cultivate lifelong learning skills, and nurture diversity.

Our Vision

Our mission is to provide a caring, respectful, and diverse environment that encourages learners to take risks, be autonomous and be creative. AMPS will strive to equip students with the knowledge, skills, and dispositions to be life-long learners who are proud of their cultural identity.

Our Goals & Accreditation

Each year our school evaluates our progress and determines overall goals. For the 2024-2025 school year our top priorities are:

- Literacy Development across disciplines (to strengthen both Arabic & English)
- Data to Instruction (to personalize the student's needs)
- Independent Learners (to develop student's ownership of learning and resiliency)



In addition to the priorities above we work to ensure that each child's academic and social needs are carefully considered. We believe at AMPS, that a High-Quality learning environment is where: The environment is conducive to learning, the students are active, self-directed, and collaborative learners, the teachers are effective facilitators, and the instructional leaders are supportive mentors.

AMPS is fully accredited by both the New England Association of Schools and Colleges (NEASC) and Cognia. Accreditation ensures that the school meets rigorous criteria and standards which are internationally followed. Additionally, the school is evaluated by Dubai's Knowledge and Human Development Authority (KHDA).



cognia

DUBAI
Knowledge المعرفة

Our Owners & Advisory Board

Al Maaref Private School (AMPS) is a member of the First Education Holding (FEH) group whose mission is to grow by acquiring private schools from kindergarten to the 12th grade and education-related businesses across the Middle East and North Africa (MENA) region. FEH currently owns and manages private schools and a chain of nurseries in Dubai and Cairo.

The AMPS Advisory Board is comprised of FEH Board member, our CEO, the school principal, school community members (parents, teachers, and students) and external community partners. This board meets several times a year.

Parent Partnerships

Parent Involvement

At AMPS we believe that our students are best supported when there is a strong partnership between home and school. Students achieve more and are successful when parents play an active and positive role in their child's schooling. Parents play a crucial role in sharing information with the school about their children and supporting them to be successful throughout their years at AMPS. As a school we commit to listen, to be available, to understand and to work together with parents to find solutions when challenges arise.

AMPS welcomes all parents to participate in the life of their child's school and provides multiple ways for parents to be involved. These include attending workshops, events, grade level activities and volunteering support where needed.

Parent Council (PC)

The AMPS Parent Council is a crucial stakeholder to the success of the school. The School Principal meets with the PC to provide members with an overview of the school's status and to solicit the perspectives from the cross-section of parents serving on the PC. Periodically the school will add new members. Additionally, the Parent Council plays a vital role in large school events, offering reminders, and providing clarity and answering questions to the parents as they may arise through the official ***AMPS Parents' What's App***. Our What's App is open to all parents. We have English speaking and Arabic speaking channels to accommodate parent's needs.



Communication

Our successful partnership will be built on effective, positive, timely and consistent communication between school and home. All members of the AMPS community are expected to communicate in person and digitally, in a way that is respectful, positive and supportive of all members of our community. As the adults in the community, we are the role models for our children. A strong partnership between home and school will foster understanding, trust, support and school spirit.

Parents can expect to receive the following digital communications:

- **Regular Seesaw messages** from teachers for Grades KG1 – 5
- **Seesaw messages** with Secondary teachers as needed
- **Weekly Overview** with academic details and event reminders sent **via Seesaw on Fridays** for all grades
- **Wednesday Weekly** for the whole school to highlight school events, important information and more via our **What's App Broadcast channel (coming Oct. 2)**
- **Digital Campus (DC)** access for attendance and formal reports (Progress

Reports, Unit Reports, Term End Report Cards)

- **SMS** for emergencies or very important information

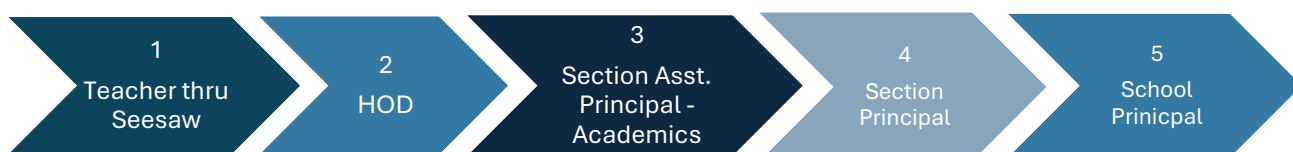
Parents are encouraged to also correspond directly with the teachers of their child(ren) to encourage the best collaborative support for learning.

Parent Concerns – Steps to Take

AMPS encourages an open dialogue about concerns and embraces opportunities to improve the learning experience of each student. When a concern exists with a parent or student, the school may not know and therefore will not be able to act, until they are informed.

Academic issues: Homework, Assessment or Teacher related concerns

**HOD-Head of Department for Secondary only. Skip to step 3 in KG & Elementary*



Behavior, Attendance, and other routine matters



Should a response not be received within a timely manner (1 - 2 working days), parents should take step 2 and so on. All parties should assume positive intent and conclusions will be reasonable and actionable only when necessary. Some actions may first need further information or time.

New for 2024 – 2025

[Parent Concern Form](#)

- Do you have something that you want to inform the school about but don't want to come to campus?
- Do you feel like you haven't gotten a response to a question?
- Click the above link to input your concern

Change of Class Placement

Class rosters from grades KG1 – 12 are complete prior to the school year or the change of the semester in the case of Secondary students. In only rare situations will a student be moved to another teacher of record as noted below.

Class size balancing

During the first week of the school year or semester (Secondary), an imbalance in the numbers of students may occur due to students not returning, having newly enrolled or scheduling request duplications. In balancing numbers, priority will be given to those students who have physically attended class first. Should the need arise to move a student, the student who has been the last to arrive will be impacted. Formal contact should be sent to the parents prior to the change of placement with both verbal and written confirmation.

Parent requests

AMPS does not grant parent requests for preferred teachers or class changes. Should a specific situation brought forth by a parent warrant consideration of change of placement, then a process will be followed.

Special Circumstances

In rare cases of special circumstances, a team comprising of teachers, a counselor in collaboration with the section Principal and School Principal may grant approval for a change of placement. Some circumstances could be: Previously documented bullying or peer to peer issue, incorrect placement in Arabic A/B, or other concerns that are deemed valid.

Student Learning

Curriculum Overview

English Taught Core Academic Subjects

English Language Arts (reading, writing, speaking & listening), Mathematics, Science are our Core subjects taught in English. Every aspect of the curriculum has been carefully designed to be both developmentally appropriate and academically challenging. They are aligned with the California curriculum standards and develop core skills, competencies and content knowledge.

MOE Subjects

AMPS follows the UAE ministry guidelines and texts for Arabic A (Native), Arabic B (Non-Native), Islamic Studies (for Muslim students only), Social Studies and Moral Education. Arabic is considered a Core Subject and is a high priority for our school. All MOE Subjects are taught in Arabic except for Moral Education.

English Taught Specialist Subjects

In addition to the above Core or MOE subjects, specials are offered across the school at various grade levels. These courses follow California curriculum standards. Specials may include Art, ICT, Music, Physical Education or French according to the grade level or section.

KG 1 & KG 2

The KG1 and KG2 programs are comprised of students aged from four to six. We believe that the Kindergarten years are the foundation for the children's future wellbeing and learning. Children learn best when these concepts are developmentally appropriate, concrete, and play-based which connect with the life experiences of our students. Our "Free Flow" period allows students to choose areas of development of their own choice whether artistic, scientific, physical or practical through our STEAM room, climbing wall and real-world play spaces.

KG 1 focuses on play-based with introduction to skills in all subjects. The students also build social and communication skills to learn to identify feelings, engage in problem solving, and play alongside cooperatively with peers. KG2 brings additional structure into the learning experiences. Literacy development is fully explored in both English and Arabic. Mathematical foundations are formally taught.

Elementary

Our elementary students in Grades 1 – 5 are exposed to many learning experiences that are developmentally appropriate and building on the previous year’s knowledge. Literacy is key, with Guided Reading at the core of our English instruction so that students are reading at their individual level and developing the skills specific to their needs. This assists with understanding in all other English taught subjects. The students have a balance of other subjects in all specialist areas to continue to develop their skills and talents in a wholistic manner.

Secondary

The secondary students progress in the complexity of their knowledge and learning from elementary in all subjects above. As they move from middle school into high school, course offerings become more specific in nature and options increase. Each year AMPS continues to develop our high school program to reflect the needs of the students to ensure that they have what is needed for university.

COURSES OFFERED IN SECONDARY

G6 – G8	G9	G10	G11	G12
Islamic	Islamic	Islamic	Islamic	Islamic
Arabic	Arabic	Arabic	Arabic	Arabic
English	English	English	English	English
Math	Math	Math	Math	Pre-Calculus/ AP Calculus
Science	Biology	Chemistry	Physics	Env Science/ Anatomy
PE	PE	PE	PE	PE
Moral Ed	Moral Ed	Moral Ed	Moral Ed	Moral Ed
Social Studies	Social Studies	World History	Psychology	
Art	Art	ICT		
French				

ELECTIVE COURSES OFFERED IN SECONDARY

G6 – G8	G9	G10	G11	G12
Music	Public Speaking	Art	AP Biology	ICT
Crafts	Creative Writing	Business	ICT	Art
Scientific Experiments		French	Art	Music
Cultural Activities			Economics	Journalism
			Journalism	Creative Design
			Music	AP Physics
			French	AP Chemistry
				Biochemistry
				Economics
				Sociology

Further course descriptions, graduation requirements, and AP overview can be found in our Secondary Course Catalog available in October 2024 on our website.

School Supplies, Textbooks & Resources

In Grades 1-12, basic school supplies such as pencils, books, crayons, and thin markers should be purchased and brought to school. KG students will be provided with all the supplies needed. If specialized supplies are needed, the class teacher will inform parents via Seesaw.

Textbooks are a resource to learning and, in some instances, do not represent the California standards which guide our teaching. Also, units of instruction for a course or subject do not necessarily follow the order of the books, so parents may see certain textbook pages not covered. This year our main suppliers are Savvas and McGraw Hill along with the MOE texts. There are excellent personalized skills and concept building that will be assigned on the online textbook by the teacher to support the learning.

AMPS has many online support platforms at various grade levels to support student learning in several subjects both at school and home. Raz Kids (Gr. 1-8) and Achieve 3000 (Gr. 9-12) support our English development and AMPS will often have reading competitions via these forums. Study Island will support students' Science development with IXL as well as Khan Academy for Mathematics at certain grade levels across elementary and secondary. For our Arabic program we will be using Bravo Bravo and Kamkalima. There may be additional online resources throughout the year.

Academic Honesty

Academic Honesty is defined as an authentic piece of work based on one's original ideas and work of others fully acknowledged.

Intellectual Property

Refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images and designs used in commerce. Intellectual Property is divided into two categories: industrial property, which includes patents, trademarks, industrial designs and geographical indications of source; and copyright, which includes literary and artistic works such as novels, poems and plays, films, musical works, artistic works such as drawings, paintings, photographs

and sculptures, and architectural designs. Rights related to copyright include those of performing artists in their performances, producers of phonograms in their recordings, and those of broadcasters in their radio and television programs.

Malpractice

Is defined as behavior which may result in someone gaining an unfair advantage over another such as:

- a) Plagiarism
- b) Collusion (inappropriate collaboration)
- c) Duplication
- d) Misconduct

Plagiarism: this is defined as the representation of ideas or work of another person as the student's own.

Collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.

Duplication of Work: this is defined as the presentation of the same work for different assessments.

Misconduct: Any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination etc.)

Incidences of academic dishonesty will be treated on a case-by-case basis, should any of the above be documented to occur. Teachers will follow an established school process for dealing with academic dishonesty. Continued intentional academic dishonesty will include moderation involving the section principal and in severe cases the school principal along with the student and his/her parent.

Assessment

At AMPS we consider assessment an essential piece to ensuring that learning is taking place. We assess "for" the learning, "as" the learning takes place, and "of" the learning once all concepts and skills are completed. Assessment is done using a variety of methods using both internal and external assessments.

Internal Assessment

Reading Assessment/Running Recording in grades KG1 – 8 will be administered monthly or whenever needed in the younger grades and quarterly in the older grades.

Elementary & Secondary Grading Breakdowns 2024- 2025

Formative assessment emphasizes learning and involves tools like homework, e-platforms, notebooks, and classwork. These assessments are designed to support students' ongoing progress and students' effort. Summative assessment, on the other hand, evaluates students' achievement and includes quizzes (for secondary students), end-of-unit assessments, and projects, research, or labs. In higher grades, such as Grades 9-12 and Grade 8 in the spring, final exams are also included. Additionally, external assessments contribute to the overall evaluation in secondary school.

External Assessments

Grade Level	Assessment
KG2	Ongoing, Diagnostic
Gr 1, Gr 2	NGRT Reading Assessment
Gr 3	NGRT, MAP Growth, CAT4, ABT Arabic, ISBT Islamic
Gr 4	NGRT, MAP Growth, TIMSS, PIRLS, ABT Arabic, ISBT Islamic
Gr 5	NGRT, MAP Growth, CAT4, ABT Arabic, ISBT Islamic
Gr 6	NGRT, MAP Growth, ABT Arabic, ISBT Islamic
Gr 7	NGRT, MAP Growth, CAT4, ABT Arabic, ISBT Islamic
Gr 8	NGRT, MAP Growth, ABT Arabic, ISBT Islamic
Gr 9	NGRT, MAP Growth, CAT4, ABT Arabic, ISBT Islamic
Gr 10	MAP Growth, PSAT, ABT Arabic, ISBT Islamic
Gr 11	IELTS, SAT, AP
Gr 12	IELTS, SAT, AP, EMSAT

*MAP Growth is for Language, Math and Science (Reading for Fall and Spring only)

Most of the assessments are given three times a year so that progress can be measured, planning can be adjusted, and remediation can be done.

Parent Conferences

Parents are asked to attend mid-semester teacher conferences in November and April. These conferences allow students, parents and teachers to celebrate and discuss each child's individual progress. Student strengths will be highlighted, and growth areas discussed.

If parents wish to have further conferences, they can arrange these directly with their child's teacher.

Reports

KG1 & KG2 receive monthly reports via Seesaw which are standards-based.

Formal student reports are generated via Digital Campus in Grades 1 – 12.

Elementary students receive four unit reports and two semester reports a year. The grading scale for elementary is as follows:

Key for Performance Levels (The goal is for all students to reach Level 3, Achieving, by the end of the year)	
(4) EXCEEDING	A child who demonstrates above grade level application of their knowledge with greater depth and breadth than standard achievement.
(3) ACHIEVING	A child who demonstrates on grade level application of their learning.
(2) APPROACHING	A child who is requires further focus and practice to demonstrate grade level application of their learning
(1) DEVELOPING	A child who beginning to demonstrate grade level application of their learning.
(NA) NOT ASSESSED	NA

Secondary students will receive two mid-semester progress reports (November 6 & April 25) and two end of semester final reports (February 12 & June 27) a year.

The Secondary Semester Report grades are reported on a 100-point scale as follows:

Percent Grade	Letter Grade	Grade Point Average -GPA
100-97	A+	4.00
96-93	A	4.00
92-90	A-	3.70
89-87	B+	3.30
86-83	B	3.00
82-80	B-	2.70
79-77	C+	2.30
76-73	C	2.00
72-70	C-	1.70
69-67	D+	1.30
66-65	D	1.00
64-60	D-	0.50
59 and below	F	0.00

Field Trips

Field trips/Enrichment opportunities are activities that are designed to extend the student's learning experience. We strive to organize two - four such activities during the school year to provide students with hands-on learning opportunities and to help students observe real-life applications of their classroom learning. Students are expected to give the teacher in charge and all chaperones full cooperation. All school rules apply. A signed permission slip is required to attend the field trip.

Tutoring

AMPS does not encourage private tutoring unless warranted by special circumstances as recommended by the teacher. Private tutoring of AMPS students by AMPS teachers is not permitted as per the KHDA.

Student Life

Safeguarding

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances. AMPS ensures that all teachers have Level 1 training and a refresher course annually. Our Designated Safeguarding Lead has additional training and oversees the Safeguarding Team. Safeguarding Team posters are displayed throughout the campus so that students are aware of whom to turn to.

Wellbeing

At AMPS, we are committed to promoting and supporting the Wellbeing of every individual through creating a whole school ethos in which the whole community (children, staff, parents and caregivers) feels secure, knows that they are valued and are encouraged in their learning, growth and social development and recognizes how important mental health and emotional wellbeing is in our lives. Individuals are better prepared for learning when they are healthy, safe and happy; therefore, Wellbeing is the responsibility of the whole school community.

Counseling

Social & Emotional

The counselor supports teachers and administration to ensure the academic and behavioral success of each student. The counselor works with students individually, in small groups, and at the class level.

The counselor plays an important role as part of the Wellbeing Team alongside administrators, to help identify and monitor students who may have additional learning and/or social, emotional, or behavioral needs.

University & Career

In the secondary school, the Career counselor helps students to prepare and select post graduate opportunities specific to his/her desired life goals. Opportunities for university exploration, university fairs, and career exploration are provided through our counselor through large group, small group, one to one session or through providing resources as needed.

Learning Support Services

At AMPS, we are committed to celebrating an inclusive culture where every student feels seen, heard, valued, and empowered as a learner with the potential to succeed alongside peers of the same age. We also believe that every child is unique and has different educational needs. As an inclusive school, we aim to provide a safe, happy, and stimulating inclusive learning environment that guides and motivates all groups of students to be resilient, independent,

responsible, creative, innovative, and life-long learners to participate in and contribute to the global world as well as practice the core values of the school with the support of the family.

The Learning Support Team works together with administrators, teachers, non-teaching staff, and parents to nurture the intellectual, social, emotional, and physical growth and well-being of all groups of students in an inclusive and responsive learning environment. The team ensures the implementation of differentiated teaching practices and personalized learning through effective strategies, intervention, accommodation, and modification of the curriculum as well as assessments of students identified with gifts and talents. This will ensure that all groups of students are fully prepared to pursue their individual college and career goals upon graduation.

Students of Determination

Special Educational Needs and Disability (SEND) have needs different from those of most students. The students are referred to as “**Students of determination**”. They include those who need additional support or challenge in their learning. Special educational needs and disability could mean a child has difficulties with:

- all the work in school
- reading, writing, numeracy or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- complying with school rules
- organizing themselves
- sensory or physical needs that may affect them in some or all school activities.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which she or he is or will be taught

Gifted & Talented

Students that exhibit exceptional talent and or potential in any area – be it in the arts (performing or visual), leadership, athletics, academics, creativity, technology, etc. need to be sufficiently challenged in that area to nurture and grow that talent or gift.

At AMPS, we identify these students using a variety of methods including counselor, teacher and parent nominations, standardized achievement assessments, cognitive potential assessments, gifted and talented specific assessments and subject area or activity characteristics surveys.

Students identified for inclusion in the Gifted and Talented Enrichment program (G & T) will be provided opportunities to develop their talents creatively and rigorously. These may include, but are not limited to cluster grouping, accelerated and/or differentiated curriculum, independent study opportunities, special seminars, regular classroom enrichment, computer-assisted learning, the services of talent development specialists or other educational personnel, mentorships, field trips, and special study/activity options. An appropriate Individual Learning Plan-Enrichment (ILP) will be developed in consultation with section principals, peers, parents/caregivers, teachers, and community members as needed.

English Language Learners (ELL)

In some instances, students may arrive at AMPS with limited English proficiency which may limit their progress in learning. Other students may experience performance in English (Reading MAP or NGRT) at two levels or more below grade level without any other identified learning concerns. These students will be considered ELL and receive additional English support in a variety of ways such as: targeted pull-out interventions, co-teaching, increased reading classes or other determined interventions. During this time, it is not recommended that students take a third language of instruction and will be excused until proficiency in English has improved. Parents of students with no English exposure prior to AMPS may be charged for intensive English learning to be provided. This will be discussed in the Admissions process.

Clinic

The AMPS clinic is here to assist your child's needs at school in emergency or illness. While fortunate to have these services, the clinic is not a substitute for family medical services which should be conducted after hours.

For your child to best be served, the school must have the proper DHA and AMPS Medical forms completed annually within the first month of school. The clinic must be informed about any medicines, allergies or medical conditions.

Our school doctor and nurses conduct health checks during the school year. These exams include a basic head-to-toe assessment, height, and weight measurements, as well as distance and color vision checks.

In collaboration with the DHA, vaccinations are offered at different ages throughout the year. To be able to take advantage of these free opportunities, consent forms must be completed in advance of the schedule administration.

When to Keep Your Child at Home

A sick child cannot learn effectively and is unable to participate in classes in a meaningful way. Keeping a sick child at home prevents the spread of illness in the school community and allows your child the opportunity to rest and recover.

Keep your child at home for the following reasons:

- If he/she has not been symptom free for 24 hours
- If he/she has temperature of 37.8c and above - Even if the temperature has been reduced with medication, please keep your child at home until they have been fever-free for 24 hours WITHOUT using medications.
- If she/he has Conjunctivitis (Pink Eye) and has not had 24 hours after the first dose of prescribed medicine.
- If she/he has without a diagnosis and clearance from a doctor. The child must see the clinic before returning to class.
- If she/he has a persistent cold with discomfort and symptoms such as nasal congestion and/or cough. A continuous green discharge from the nose may be a sign of infection.
- If he/she is vomiting and/or diarrhea within the last 18 -24 hours.
- If he/she has lice – the clinic must be informed, and a thorough treatment needs to include the use of a medicated lice shampoo and the combing out of nits and adult lice. Students need to check in at the school clinic prior to returning to class.

Collection of a sick child

Once a member of the Clinic has contacted you, it is your responsibility to collect your child as soon as possible. Failure to do so only hurts the child. In frequent instances of failure to collect, school administration may choose to send formal notification to the family.

Digital Citizenship

At AMPS, we recognize that technology gives students an opportunity to learn, engage, communicate, and develop skills. This will allow them to become positive and responsible citizens both on and offline. We believe students' use of technology is one of the most important skills in their education for the 21st century.

Devices support innovative and personalized learning, and students will frequently use technology as part of their learning process. As a 1:1 digital school, AMPS provides access to the school network and the Internet.

Bring Your Own Device (BYOD)

The opportunity for students to bring and manage their own devices has been made available for students from Grade 1 and up. The school encourages BYOD as it promotes greater personal responsibility, ensures the student may have the most up to date devices, and allows students to select the operating system of their preference.

Elementary students should bring in:

- An iPad or tablet
- A set of headphones to be used during (using technology) time which cost less than 100 AED and cover the whole ear (no earbuds)



Secondary students are encouraged to bring in a computer or tablet. Occasionally headphones will be used in class and may be either full covering or earbuds provided they are being used at approved times.

Cell Phones

We ask parents to not allow students in Elementary to bring cell phones to school. Should the need arise to speak with your child, the Principal's Administrative Asst. or Supervisor will assist. Upper grade level students are encouraged to leave their phones at home. Without the temptation of the devices, the learning experience is uninterrupted. Should students bring the phone to school it should be locked in a locker until the end of the school day. If a student is caught using a cell phone, the phone will be collected until the end of the day. For repeated issues please refer to our Positive Behavior section later in the handbook for actions.

Parent Supervision of Phone Usage

If your child has a phone, we encourage you to monitor your child's phone daily. It is appropriate to check their message use and online behavior. Please note that when issues that occur

outside of school impact the school day and affect relationships at school, we will treat the incident as we would any other disciplinary incident.

Guidelines for Social Media usage begin at age 13. In some countries, WhatsApp has raised the minimum age to 16. The minimum ages adhere to the cognitive developmental stages of our children, and therefore, we encourage you to limit your child's media use to those apps, tools and games that are age appropriate.

School Hours & Attendance

Arrival of Students

The school day begins at 7:30 am every day and students will be marked late after 7:40 am. Our gates open at 7:15 am as follows:

- Gate 1 – Grades 1-5
- Gate 3 - Grades 6-12
- Gate 4 – KG students & siblings

Classrooms are open to receive students at 7:15 am. KG students will be escorted from Gate 4 or the bus area. **Gates 3 & 4 will be closed after 7:40 am and all entries must come through Gate 1.**

Dismissal of Students

Monday–Wednesday: 1:55 pm *

Thursday: 1:35 pm*

Friday: 11:00 am*

*Bus riders dismiss to busses 10 minutes earlier for safety reasons

- Gate 1 – Grades 1-12 with no siblings
- Gate 3 - Grades 1-12 with siblings
- Gate 4 – KG students & siblings

Students who are car riders must be picked up on time. For those not picked up immediately they will be placed in our “late rooms”. Please note that we do not have supervision after 2:15 and for safety reasons, students are not allowed on the playground or the parking lot. After several times of late pick up, parents will receive official notification from the school.

Change of Dismissal

If your child is going home in a manner different from a normal day, the parent must email the change by 9 AM that day to the supervisor and/or the Transportation Manager/Bus Driver if the student is normally a bus rider. We will not send students home with friends or other parents without proper notification.

Early Dismissal

There are some days on our calendar in which Early Dismissal is necessary. Parents will be reminded in advance of the time. Days which are often early dismissal include: parent conferences or special events. It is the parents' responsibility to make advanced arrangements.

Student Early Leave

We discourage the need for students to leave campus once school has begun so that instructional time is protected for your child. We ask that appointments be made outside of school hours whenever possible. School gates will be closed between 1:30 PM to 1:55 PM from Monday to Wednesday and 1:00 PM to 1:30 PM on Thursday. No early dismissal will be allowed after 1:15 PM except for Emergencies.

Ramadan Hours

During Ramadan the school has reduced hours to support the observance of Ramadan.

Days	Start of School	End of School
Monday – Thursday	8:00 am	12:00 pm
Friday	8:00 am	11:00 am

Attendance Procedures

Attendance is taken during the 1st period daily. An SMS message is sent home for families who have not reported attendance issues to the school. Messages are sent after 9:00 am.

The following key is used while taking attendance:

Excused Absences

- Illness
- Medical/Doctor's Appointment Family Emergencies Immigration Appointment

Unexcused Absence

- Travel
- Extended Holiday
- Family Visiting
- No notification from parents

Attendance & Tardiness Requirement

Attendance in school and punctuality are essential for successful attainment. The Ministry of Education for the UAE states that "if a student is absent from school for 20 consecutive days or 25 nonconsecutive days", the school can remove the child's right to a place at school.

Attendance at school:

- If a child's attendance is 91% or lower, an email is sent by the homeroom teacher/supervisor to the parent to inform them of their child's poor attendance as per the Ministry guidelines.
- If a child's attendance continues to be below 91% in subsequent months, an email is sent by the Supervisor to request a meeting with the parent to discuss attendance.
- On the third occasion, a meeting with the parents will be scheduled and the school principal will be informed.

- If after this a parent is unable (without good reason) to ensure the timely and/or regular attendance of their child to the extent that the child's learning is affected, then the School Principal will meet with the parent. All meetings and communications will be documented and filed under the student's records.

Punctuality/Tardiness:

Students are expected to be on time for school. From time to time the areas surrounding the school experiences high traffic for various reasons. In those circumstances, the school will excuse late arrivals.

- **First Tardy:** A verbal warning will be issued by the section supervisor.
- **Second Tardy & Third Tardy:** A written reminder/ warning will be issued to the student. The supervisor/homeroom teacher will send message to parents through Seesaw to remind of the importance of punctuality.
- **Fourth Tardy:** Another written reminder/warning will be issued to the student. The supervisor/ class teacher will again send a message to parents through Seesaw contact parents/guardians to work on a resolution to the tardiness along with a phone call emphasizing the impact of consistent tardiness on the student's academic progress.
- **Fifth Tardy:** Parents will be invited for a meeting with the school administration, discuss the ongoing issue and collaborate on a plan for improvement. and legal consequences may be enforced for both the parent and student.
- **Sixth Tardy:** As a result, the school is compelled to take action to address this ongoing issue. There will be deduction of marks from your child`s conduct in the report card due to his/ her late arrival to school. A warning will be issued indicating that the student's registration for the following academic year may be at risk if the issue is not resolved.
- **Seventh Tardy:** If tardiness continues and no improvement is observed, the school reserves the right not to register the student for the upcoming academic year.

Absences due to Illness

Parents need to inform the homeroom teacher or the Principal Administrative Assistant by 7:00 am if their child will be absent. After 48 hours of absence, a sick note is required from the doctor. Absences of more than 48 hours without the support of a sick note will be marked as unauthorized.

Attendance for Holidays and School Events

It is a requirement of the Ministry of Education that students are in school for each day of the calendar school year, unless sick. Throughout the year we endeavour to build culture, learning and fun into our program by incorporating a small number of all school events. Students need to be in attendance on these days as for any other school day.

Parents are reminded to not depart early before holidays or the end of year. Additionally, the decision to not have children in school at the start of school year greatly impacts the learning of students, removes the opportunity of the positive experience of starting a new school year with peers, and significantly disrupts the program for all students.

Long Absences

Should a student need to be absent from school for a long period of time due to medical or family circumstances, permission must be given through the section principal with a required written form. The school will work aside the family to provide as much academic support within reason. These types of absences become more challenging for high school students due to the required time needed for credits and the difficulty of content.

Positive Behavior

Beliefs About Behavior

1. Respect is twofold. Adults working with students should always model respectful behavior. Students should strive for respectful behavior and follow the model presented.
2. As educators, we treat behavior incidents as an opportunity for teaching and learning. The learning, safety, and behavior of all our students are our primary concerns. Our goal in any discipline situation is to change student behavior.
3. We believe our students want to succeed, feel good about themselves, and be good people.
4. There is no 'one-size fits all' solution for any student. There are many approaches to behavior management.
5. Parents are our partners in the education of their children, and we believe they are helpful resources, so we involve them.

AMPS Core Values

1. **HAVE RESPECT:** Through your words and actions, be kind and respectful to everyone and to your surroundings.
2. **SHOW COOPERATION:** Our time together matters; be present, prepared, aware, and engaged.
3. **TAKE RESPONSIBILITY:** Take ownership for your actions – mistakes are opportunities for learning. Do the right thing when no one is watching, even when no one asks you.
4. **GIVE TOLERANCE:** Show patience for those who have different opinions or beliefs than yours. Be open-minded and celebrate each other's uniqueness and abilities.

Behavior Foundations (Grades KG1 – 2)

In the early years of school, at AMPS we believe that every opportunity is a “teachable moment”. Our character education program through morning meetings, counselor sessions or moral education helps build proper expectations for school success. Sometimes a student in grades KG1 - 2 experience difficulties which need further attention. Parents will first receive notice of concern from the teacher, then the supervisor and lastly meet with the section principal where a behavior improvement plan may be put into place. For severe cases, parents may be asked to pick up a child from school or be placed on suspension. In persistent cases, the school may request further evaluation to assist with behavior management. Our goal for this age is to help students be aware of their actions and the logical consequences which may occur as a result.

Behavior Chart (Grades 3 – 12)

Sometimes students make decisions that do not align with our AMPS expectations in our upper grades. When this happens with a student, he/she will undergo a process that will give them an opportunity to:

- Accept responsibility for his/her actions.
- Clarify personal and school expectations and values.
- Reflect on his/her actions to learn from the situation.
- Make amends to those affected by his/her actions.
- Return to the community as a positive contributing member.

Depending on the nature of the behavior there may also be further consequences, as outlined in the table below, to ensure that the student has a clear understanding of the responsibilities associated with being a member of the AMPS community. This chart is aligned with UAE Ministerial Resolution No. 851, 2018.

AMPS Behavior Chart Grades 3 -12

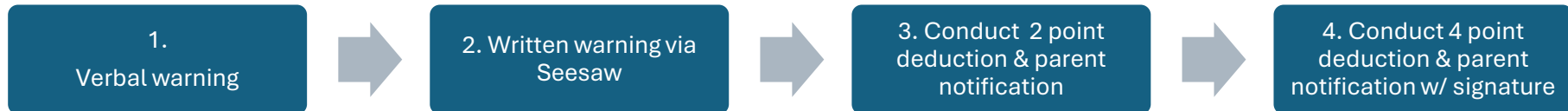
Offense Category	MOE Code	Definition
Academic Dishonesty <i>All forms of academic dishonesty and plagiarism</i>	3.2	Copying, plagiarism, assistance from another on tests, quizzes, papers, etc. Any talking during the test, any books or notes not completely put away, any use of mobile phones, smart watches, etc. The appearance of cheating is treated as cheating.
Arguing	1.11 2.11	Arguing due to the request of a staff member, which includes aggressive or persistent questioning at inappropriate times.
Arson	4.9	The malicious burning of or attempt to burn property.
Assembly Behavior	1.11	When in assemblies, concerts, presentations, plays, or speeches, students must not demonstrate disrespectful behavior such as talking, being on cell phones, inappropriate laughing, rhythmic clapping, making any noise, or distracting either the audience or the on-stage participants.
Bullying	3.1	Behaviors that repeatedly and intentionally cause harm to another person. Bullying may be physical, verbal, relational or digital. <i>See specific bullying section.</i>
Deception	3.5	Deliberately cause (someone) to believe something that is not true, especially for personal gain.
Destruction/Vandalism of Property	2.6 3.6 3.7	Deliberate action involving destruction of public or private property (ie. bathroom spray hoses, excessive littering, drawing on school property etc.)
Digital Misuse <i>Including cell phone use</i>	1.10 3.10 2.7 4.1 3.4	Digital misbehavior inclusive of digital citizenship, digital safety, and inappropriate device use.
Disrespectful Behavior	1.11 2.11	Showing a lack of respect or courtesy to others or your environment.
Exclusionary Behaviors	1.11 2.11 3.1	Purposefully leaving others out, either directly by telling them they are not included or cannot play or indirectly with language. Harshly turning others away.
Fighting <i>Including rough play, "fooling around" and other physical contact</i>	3.8	To contend through physical contact or altercation. All who participate, regardless of who initiates the contact, are guilty.
Forgery	3.5	Falsely or fraudulently making or altering school-related documents or instruments of any kind, for example, a progress report to parents, hall pass, etc.
Gross Misconduct	3.9	The act of deliberate or willful conduct, verbal or physical, detrimental or disruptive to normal functions of school programs or academic process.

Inciting Behavior	2.4	Any behavior that detracts from the calm nature of the school. (i.e. yelling, chanting, clapping, pushing, jumping on others, running down hallways, playing music too loudly etc.). Stirring up chaos and destruction.
Insubordination <i>Defiant/Obstinate Behavior</i>	2.10	Failure to respond or carry out a reasonable request by a staff member, including failure to abide by reasonable school rules and/or academic rules, etc. Stubbornly refusing to change one’s chosen course of action despite attempts to persuade one to do so.
Loitering	1.11 2.11	“Hanging Around” without an apparent purpose on/off campus in the areas of the school before or after school.
Morals/Values Non-compliance	2.5 4.12 4.6 4.13 4.10	Actions which conflict with the expected behavior of the UAE and Islamic faith.
Obscenity	2.11	Use of obscene or vulgar language by students, in verbal or written form, or in gesture or in pictures or caricatures.
Off Task Behavior	1.6 1.7 1.9	Disengagement from the learning environment and task to engage in an unrelated behavior.
Persistent Disobedience/Misbehavior	2.11 3.11	Repetition of the same conduct or accumulation of instances of varied misconduct. Examples include, but are not limited to, leaving seat without permission, running in the hallways/classrooms and talking out of turn.
Physical Assault or Threat of Assault	3.8 4.3 4.4	A violent physical or verbal attack or the threat to do harm to another with or without doing any harm.
School Supplies/Materials Non-compliance	1.5	Failure to provide or bring the proper materials to class to complete tasks – ie. Computer, pens, pencils, paper, calculator
Sexual Harassment	4.7	Any communication or conduct of a sexual nature where the conduct interferes with educational performance, intimidates others, or creates a hostile or offensive environment based on gender.
Smoking/Vaping <ul style="list-style-type: none"> • Use • Possession • Distribution 	2.9	To be in possession of, or use of, tobacco products at or around school or at any school-related activities. Distribution – to divide or apportion to one or many.
Substance Misuse (Alcohol & Drugs) <ul style="list-style-type: none"> • Use • Possession • Distribution 	4.11	Use – to consume/ingest in school. Possession – having on your person, clothing, locker or other personal effects. Distribution – to divide or apportion to one or many.
Tardiness/Late Arrival	1.1 1.2	Arriving late to a class or assigned activity.
Theft	4.5	Stealing. To take or assist someone in taking or attempting to take the property of another without permission with intent to keep or make use of. Hiding someone else’s property is a form of theft.

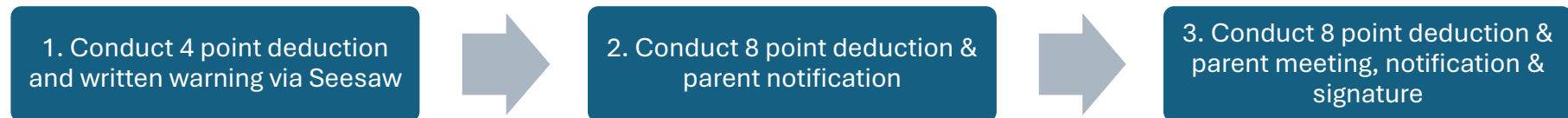
Theft of an Exam, Test, Quiz	4.8	To take or assist someone in taking or attempting to take a quiz, exam, or test from any school personnel without permission with intent to keep or make use of it.
Ttruancy	2.1 3.3 2.2 2.3	The act of unauthorized absence from class or school for any period of time. This includes, but is not limited to, cutting class, excessive tardiness, leaving campus, and excessive time out of class.
Uniform Non-compliance	1.3 1.4	Failure to wear the required uniform or adhere to other requirements such as jewelry or makeup
Use of Inappropriate and Unkind Language	1.11 2.11	Using unkind language towards others. This includes, but is not limited to, name calling, teasing, spreading rumors, and gossip.
Weapons or Look-a-Like Weapons, Knives or any Other Dangerous Objects Simulating Weapons and Use	4.2	<i>Use</i> – Threatening to utilize or utilizing a weapon or a look-a-like weapon. <i>Possession</i> – having on your person, clothing, locker or other personal effects. <i>Simulation</i> – pointing finger at self or others and pretending to shoot.

Procedures for the above offense categories by level

Level 1 (Teacher Level):



Level 2 (Supervisor Level): * Steps 2 & 3 result in student suspension. Repeat after step 3 results in final warning and/or removal from school.



Level 3 (Supervisor/Section Principal):



Level 4 (Section Principal & Principal): Article 8 Actions to include immediate suspension with possible investigation, legal action or further expulsion all in collaboration with the KHDA.

MOE Code – Based on the first number before the decimal determines the level. Depending on the nature of the offense, the action may be at different levels. Repeated level 1 behaviors become level 2 and higher.

Level 1 – Deduction of up to 4 conduct points

Level 2 – Deduction of up to 8 conduct points

Level 3 – Deduction of 12 conduct points

Level 4 – Article 8 Actions

Bullying

Bullying can be defined as repeated physical or psychological intimidation that creates a pattern of abuse and harassment over time. It is any act that generates a climate in which students and/or teachers feel fear or intimidation. There are three characteristics that generally describe bullying behavior: it is deliberate, it is repeated over time, and it is intended to harm another person. A common element in bullying is a perceived imbalance of power, which allows one student—or groups of students—to victimize others.

Bullying Categories.

- **Physical bullying** involves hurting the body of another person or damaging property.
- **Verbal bullying** involves using words to hurt the feelings of others through taunts, name-calling, humiliation, and racist remarks.
- **Relational bullying** involves isolating, rejecting, excluding, and blackmailing others through direct contact or using technology.
- **Cyberbullying** is a form of relational bullying that utilizes technology such as email, blogs, texting, social networking sites, and chat sites.

Health & Safety

Bus Services

Parents may choose to have their children transported to school by bus, Emirates Transport, which is a service outside of the school and provides safe buses with seat belts. Students travelling by bus must adhere to the safety regulations laid out by the bus company. Female bus attendants collect Early Childhood students from their classrooms. Students in upper grades pack their school bags quickly, to not keep other students waiting, and go directly to their buses where they are checked in.

AMPS adheres to the highest level of duty of care and student safety. Each semester students will be engaged in bus safety drills and discussions. Teachers will be responsible for ensuring students are well versed in what the safety procedures are for riding on buses, whether as part of their daily commute to school, or when on field trips and sporting outings.

Parents who wish to use the bus service must contact directly.

Bus Rules are according to the Emirates Transport Rules and Regulations on the application.

Parents must also contact the bus driver/Transportation Manager directly if their child is not going home on the bus.

Canteen

Al Bustan provides the school with food and beverage options for the students. The cost of items ranges from 3-12 AED with offerings from sandwiches, paninis to snacks. All items are healthy and follow the Dubai Municipality Food Safety Department guidelines.

Water Bottles

Please send your child with a labelled water bottle each day. We encourage students to refill their bottles at school and avoid using plastic bottles or paper cups as far as possible.

Healthy Snacks

All students have a mid-morning snack/lunch. If not using our canteen, we encourage all children to bring healthy snacks to school like fruit or yogurt as opposed to snacks/ treats like cookies or cake or a balanced meal so that they have the energy to get through the day. Throughout the year, AMPS will send out healthy eating information and hold special events.

Nut Awareness

To ensure a safe environment for our community we are a “NUT AWARE” school and request that no products with nuts are brought to school. NUT AWARE means that the community has been made aware and asked not to have nuts or nut products on campus.

Recess/Break

Students have scheduled recess or break times. Each division has a dedicated, shaded playground area with appropriate outdoor educational equipment. Depending on scheduled use by PE classes, the playground and/or multipurpose room (auditorium) may be available for play during recess times. All students are expected to play safely and fairly, and to be respectful of each other and of the equipment. During hot weather, hats are encouraged during outdoor play. Please apply sunscreen at home. We will have indoor recess on days when the temperature is 37 degrees or above.

Physical Education (PE) Classes

Students who are healthy enough to attend school are expected to participate in physical education (PE), except in special cases where written notification is made by the parent. Chronic or long-term absence from PE will require a signed note from a physician, stating the period of time the student is excused from the activity. Unexcused absences or refusal to participate in PE will impact PE grades.

It is essential that students bring a full water bottle and hat (when outside) to each PE class. Students should wear the school PE uniform **only** when they have a scheduled PE class.

Car Park

Our car park has very limited parking spaces. Thanks to new improvements there are new entry and exit points near Gate 1. All spaces are paid for through RTA, so this is the responsibility of the car owner. Please be careful when dropping students off and refrain from using your cell phones while driving. Students should be escorted through the parking lot to ensure their safety. Parents must not wait in cars blocking others for extended periods of time. We ask that you park your vehicle in cases where a long time wait time is required. Our security may ask you to move, and it is our expectation that parents will comply with any staff directives.

Locker Usage

Locker usage is encouraged for all students in Grades 6-12. These secure spaces may be rented for the school year for 60 AED. Rental Agreements are available from the supervisors and must

be signed and returned with the fee before use. These lockers provide a safe space for student belongings.

Parents & Visitors on Campus

All parents and visitors are required to check in with security upon entering the campus by scanning their EID and are required to wear an AMPS' Visitor ID badge.

It is important to keep in mind that parents should not enter classrooms at any time, before or after school, unless a prior appointment has been made to see a teacher. Before school, teachers are busy preparing for their classes and once the bell rings learning time commences. Parents are welcome to contact their child's teacher via Seesaw to arrange an appointment.

Personal Possessions

Students bringing possessions such as phones, computers, iPads, wallets, etc., are responsible for their safety and security. The school cannot be responsible for the loss or damage of such items.

Update to Student Information

For safety and communication purposes, it is essential that any changes to student details be communicated to the Admissions office immediately. If following initial enrolment, changes are made to parent email addresses, phone numbers, student EID cards and emergency contact details, medical information, etc., the school needs to be informed.

Emergency Procedures

The safety of the people on campus, students and adults alike is of utmost importance. If you are on campus during a fire drill, please follow the prescribed evacuation route to the designated location for 'VISITORS and PARENTS' at the Assembly Point, at the front entrance.

Similarly, if you are on campus and hear the command to lock-down, join those around you to secure the room you are in and remain out of sight until all clear is given and those around you indicate that you can go back to what you were doing.

General Information

Birthdays

It is important for our students to be acknowledged on their special day and be given an opportunity to share something special with his/her class classmates. For the well-being of all students, we do not encourage sweets or food items to be brought to school or to be sent home with students on birthdays. In place of snacks, students may donate an item to the class to be enjoyed by others (i.e., a game, a deck of cards, favorite books, special pencils, etc.).

Reenrollment for the next school year

In February or March of each year, AMPS begins our reenrollment/registration process for the next school year. Families with outstanding payments may not reenroll until accounts are settled. AMPS families that register during this time have a guaranteed seat for the upcoming year. Our registration opens to external families around May and seats cannot be guaranteed without formally reenrolling for the following year. We encourage all AMPS families with the intent to return to follow the timelines of reenrollment to ensure placement for their children.

Non-reenrollment for the next school year

In some instances, AMPS may not offer reenrollment for the following school year. Circumstances preventing reenrollment may include documented unresolved behavior or bullying concerns, failure to comply with external evaluation request, or other situations. Parents will receive a formal notification should a student be denied reenrollment before the registration period begins.

Uniforms

The AMPS uniform is comfortable and smart. The uniform should be worn to school every day, except on days with special events. PE uniforms should only be worn on PE days according to the student's schedule. Ripped, frayed or otherwise un-presentable uniform items should be replaced. To prevent losses, all uniform items should be clearly labelled with your child's name.

Shoes: Comfortable black or white school or activity shoes (trainers) should be worn. (*No Flip flops, sandals, bright multi-colored sports shoes, Crocs, platforms, or high heels.*)

Socks: White, black, or navy socks.

Jewelry (Grades 6-12): Must be minimal

Makeup: Not allowed

