

Ignite
School

مدرسة
اجنايت



Parent Student Handbook

(2025-2026)

Ignite School

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ACADEMIC CALENDAR

2025 - 2026

August

MON	TUE	WED	THU	FRI	SAT	SUN
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22 Parent-teacher conference (Elementary, Middle and High School)	23	24
25 First academic day for students	26	27	28	29	30	31

September

MON	TUE	WED	THU	FRI	SAT	SUN
1	2	3	4 Holiday: Prophet Muhammad's Birthday	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
Mid Term Holiday						
20 Exams Review	21	22	23	24	25	26
27	28	29	30	31 Makeup Exams		

November

MON	TUE	WED	THU	FRI	SAT	SUN
					1	2
3	4	5	6	7	8	9
10	11	12	13 Parent-teacher conference (Elementary, Middle and High School)	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

MON	TUE	WED	THU	FRI	SAT	SUN
1	2 Holiday: UAE National Day	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
Winter Break						
22	23	24	25	26	27	28
Winter Break						
29	30	31				

January

MON	TUE	WED	THU	FRI	SAT	SUN
			1 Holiday: New Year's Day	2 Winter Break	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22 Parent-teacher conference (Elementary, Middle and High School)	23	24	25
26	27	28	29	30	31	

ACADEMIC CALENDAR

2025 - 2026

February

MON	TUE	WED	THU	FRI	SAT	SUN
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March

MON	TUE	WED	THU	FRI	SAT	SUN
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
Spring Break						
23	24	25	26	27	28	29
Spring Break						
30	31					

April

MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
Mid Term Exams						
20	21	22	23	24	25	26
27	28	29	30			
Parent-teacher conference (Elementary, Middle and High School)						

May

MON	TUE	WED	THU	FRI	SAT	SUN
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Holiday: Eid Al-Adha						

June

MON	TUE	WED	THU	FRI	SAT	SUN
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
Final Exams						
22	23	24	25	26	27	28
Final Exams						
29	30					
Parent-teacher conference (Elementary, Middle and High School)						

July

MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3	4	5
				Last Day of School		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Mission, Philosophy and Beliefs

Our Vision

Our vision is for all young people to experience that learning has lasting value beyond their lives at school.

Our Mission

Our mission is to know the needs of every student, collaboratively creating a student-centered, sustainable 21st century learning environment that fosters leadership, social cohesion, creativity, responsibility, and ambition providing a catalyst for abilities of lasting relevance to emerge.

Philosophy

We are dedicated to facilitating the growth of our students both inside and outside the classroom, meaning that we address academic, social, and emotional development as a team and across grade levels. While learning is a lifelong pursuit, it should also be fun. Students are encouraged and challenged to become accountable in their educational journeys and explore all that Ignite has to offer by participating in our afterschool clubs, scholarship opportunities, community presentations, and entrepreneurial opportunities.

Beliefs

We believe that:

- All students have the potential to succeed.
- Everyone is valued and deserves respect.
- Everyone has the right to a safe, clean environment that is conducive to learning.
- Local culture and heritage are an integral part of the learning experience.
- Learning is fun.



School Profile

Ignite School is an excellent option for families seeking an authentic American Educational experience. Our vision is for all young people to experience that learning has lasting value beyond their life at school. We do this by educating the whole child, not just academically but socially, emotionally, physically, and civically. Our students are learning to become future entrepreneurs and career-minded individuals who will positively contribute their skills and talents to Dubai and the world at large.

Choosing Ignite School means choosing a rigorous relevant real-world curriculum which prepares our students for jobs and careers that have yet to be created in today's technologically advanced world.



- The school implements the New York State Learning Standards.
- Students learn 21st century skills of critical thinking, collaboration, communication, and creativity. Learning experiences are hands-on, student-centered and inquiry-based.
- Students do not simply sit, write, and read...they question, design, think, research, explore and seek knowledge for maximum understanding.
- Students take ownership of their own learning through Individualized Learning Plans, goals and learning portfolios.

When you choose Ignite School, you will witness first-hand what an authentic American education entails, from our talented American teachers who...

- Are native-English speakers.
- Hold state teaching licenses.
- Have 2 years of teaching experience in the United States.
- Are kind, loving, creative and committed to the students of Dubai.
- Utilize culturally relevant teaching experiences and activities.

Ignite School is located in the middle of the Al Warqaa'a neighborhood surrounded by a strong and traditional Emirati community. Including:

- A wide-range of more than 75 nationalities (and growing).
- A growing Emirati population, with whom we have established amazing connections and relationships.
- An Emirati Nurturing program designed to ensure Emirati student success.
- Incredible parent support, engagement, and involvement.

School Hours

- School Timing: 7:45 AM - 2:25 PM.
- Gate Timings: 7:15 AM – 3:00 PM latest.
- Students are considered late at 7:45 AM and will be marked late in school system.
- Grades 1-5 students may report to their classes starting at 7:15 AM.
- Grades 6-8 students are to report to the gym for morning assembly starting at 7:45 AM.
- Grades 9-12 students are to report to the lower field for morning assembly starting at 7:45 AM.
- After-school activity timings will be from 2:40 PM – 3:15 PM every Monday & Tuesday.
- We regard assemblies as an important feature of our school. It provides us with an opportunity to reinforce our aims and ethos and to celebrate our students' achievements. These assemblies will be facilitated by SLT and teachers and delivered by students at all phase levels.



Attendance and Punctuality Policy

We strive for all students to achieve 100% attendance.

Ignite School is committed to improving school attendance rates. In order for students to realize the opportunities and benefits from school, students have to not only be in attendance, but they must also be meaningfully connected to the school and experiencing success. To achieve this, there must be a collaborative effort between the school, community, and our families to address the issues that result in absences and lateness from school.

There should be a common understanding among school personnel that the initial responsibility to address attendance rests with teachers, principals, and guidance counselors. Teachers and staff are advised to develop creative and innovative approaches to ensure that children are active participants in their education.

Students who enter campus are not permitted to leave without permission.

Students who leave campus for any reason are not permitted to return unless they sign in at reception.

Middle and High School students who leave campus are not permitted to reenter campus after 3:00pm.

Rationale and Purpose

Good attendance is a foundation for academic achievement, and it underpins all aspects of personal development. It establishes a responsible attitude towards the opportunities available in school and further education and it is the basis for the world of work. Ignite School is committed to providing a full and effective educational opportunity for all students. It is the policy of the school to celebrate success. Attendance is a critical factor to a productive and successful school career.

Arrival and Dismissal Procedures

Bus Drop Off:

Each bus will have an Ignite Teaching Assistant on the bus. ALL students who ride the bus will be helped off the bus and escorted to their classrooms by the Bus Monitor / Teaching Assistant. KG students will be escorted to class with supervision.

ALL students will be dropped off at the bus stop. However, KG and Elementary students will proceed to their classes. Middle School students will proceed to the Gym and High School students will proceed to the Lower Field.

Buses will be unloaded with the older students getting off the bus first. The Teaching Assistant will help the students in KG1 & KG2 exit the bus safely and then escort them directly to their playground. The school's administrator will be located at the bus drop-off location and throughout the school to help assist students.

Car Drop Off/Pick-Up:

As per KHDA and Dubai Municipality regulations, parents' cars are not permitted to enter the school premises to ensure the safety of our students.

- All parents will need to park at the designated areas next to the front (Gate 1) and back (Gate 2) based on their convenience.
- There will be signs inside the school campus to guide parents and students on how to reach their designated locations.
- Parents/guardians of students from K-5 are required to pick them up from their classrooms. Grades 6-12 students are allowed to leave the school premises on their own using the front or back gate.
- For students' safety, security, and well-being, parents/guardians are strongly advised to be on time (at 2:25) to pick up their children.

Bus Riders

Students will be escorted out of their building by school staff. Once all buses are loaded, buses will be released from the school campus at 2:30 PM from Monday to Thursday, and at 11:30 AM on Fridays with priority over parent parking/collection cars.

The buses will not wait for Middle and High School students after 2:30 PM (M-Th) or 11:30 AM (F). Middle and High School students who fail to adhere to these policies will miss the bus. Parents will be required to pick students up directly from the campus.

School rules apply to students as soon as they enter the bus. Consequences for noncompliance will be applied according to school and bus company policies.

Parents on Campus

Ignite School encourages a school community where parents, students and teachers are working together to create a positive and rich learning environment. However, parents must have prior approval for any required meetings. On the other hand, there will be several activities that will allow for parents and family members to come to the school and be a part of their child's school experience.

Parents are not permitted to be on campus after 8:00 AM in order to allow teachers and students to focus on teaching and learning. Parents are only allowed to enter the learning areas during the school day with approval from the school leadership team. KG and Elementary parents may reenter campus after 2:15 PM to pick up their children. Sitting in the halls near the classes will not be permitted.

School Communications

All school communication to parents will be done in English/Arabic when it is pertaining to behavior and academic performance in English / American Curriculum Courses. Students who are taking Arabic as a First Language / Islamic Education can expect to get their homework and projects to be completed in Arabic. All other assignments and communication will be completed in English.

Communication with your child's teacher can be done through the school email system that is connected to the PowerSchool platform. School Administrators can be reached via the school email system or by scheduling an appointment with the school reception.

Teachers and school administrators will NOT communicate with parents or families via WhatsApp or personal mobile phone calls. The preferred and acceptable means of communication are in-person or telephone conversations via the school landlines.

School Administrators

School Director: director@igniteschool.ae

KG/ES Principal: principal@igniteschool.ae

MS/HS Principal: principal-mshs@igniteschool.ae

Governors for Child Protection

Vice Principal KG to G1: viceprincipal.kg@igniteschool.ae

Vice Principal G2 to G5: viceprincipal.es@igniteschool.ae

Vice Principal Middle School: viceprincipal.ms@igniteschool.ae

Vice Principal High School: viceprincipal.hs@igniteschool.ae

Acting Vice Principal High School: n.abdulkareem@igniteschool.ae

KG- G1 Dean of Students: kg.dean@igniteschool.ae

G2- G5 Dean of Students: es.dean@igniteschool.ae

Middle School Dean of Students: ms.dean@igniteschool.ae

Middle School Dean of Students: r.mokdad@igniteschool.ae

High School Dean of Students: hs.dean@igniteschool.ae

Lead Inclusion Teacher: e.payne@igniteschool.ae

Facility Manager: facilities@igniteschool.ae

Reception Staff

ES Receptionist: secretary.es@igniteschool.ae (KG – Gr.5)

MS Receptionist: secretary.ms@igniteschool.ae (Gr.6 – Gr.8)

HS Receptionist: secretary.hs@igniteschool.ae (Gr.9 – Gr.12)

Parent Teacher Meetings

Parent conferences are scheduled within the school calendar at five points during the academic year. Additionally, parents are welcome to request additional meetings to discuss their child's progress and development as necessary.

Teachers will also request additional meetings to report positive improvements or to make suggestions for at-home support to promote positive changes in students' learning and social behaviors.

Ignite Parent Association

One of the ways in which parents can become positively involved in the school is by joining the Ignite Parent Teacher Association. The first meeting of the year will take place each September. This group is available to all Ignite families and parents with the goal to plan and develop future programs that will have a lasting impact on the overall student and school community. These meetings will take place monthly at a time to be determined later in the school year.



School Activities

After-School Activities Program/Field Trips

Ignite supports learning beyond the classroom as an extension to the school day. Field Trips and activities outside of the school campus can be organized by the classroom teachers or the school administration for the benefit of students at any time throughout the year. All field trips must be approved by the school administration and demonstrate the enhancement of the academic program. Ignite Schools reserves the right to restrict student participation in field trips and will communicate this to each parent individually.

A full and varied range of school-based activities are offered each semester.

In addition to school-based activities, paid activities are also available on most days. Information is shared by the Parent Coordinator.

Ignite School Campus Use

Common Areas

Common areas are designated by phase level. Students should be in areas according to Elementary, Middle and High School. Ignite students are expected to make use of common areas in a respectable way to ensure that it will be in good condition for all members of the Ignite Community.

In keeping with Expo 2020 initiatives of sustainability, students should dispose of trash in one of the designated containers and clean their area before they leave. Each container has clearly identified bins so items can be disposed of properly for recycling.

Cafeteria

The Elementary cafeteria is designated for KG - Grade 5 students. The Middle and High school cafeteria is designated for Grades 6 - 12 students. Each cafeteria will be open in the morning based on the timings of school breaks according to the school-wide schedule. Each cafeteria will be closed and locked at the end of each break period.

Students should be sure to purchase water during the times that the cafeterias are open. Students will not be allowed to go to the cafeteria during learning times. Alternatively, students should bring their own refillable water bottles with them to school or pack additional bottles of water with their lunch bags.

Students' Behavior for Learning Policy and Student Code of Conduct

Our school is committed to providing a safe and supportive learning environment for all students. We believe that positive behavior is essential for academic success, personal growth, and social development. The school's behavior policy outlines our expectations for student conduct and the consequences that may result from violating these expectations.

It is a primary aim of Ignite School that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The stakeholders of Ignite School expect every member of the school community to behave in a manner that is considerate and respectful towards others. Children should develop and grow to become positive, responsible, and increasingly independent members of the school and family communities. Children should feel happy, safe, and secure at Ignite School.

Student Support Interventions - Senior Leadership and Guidance Counselor

Certain behaviors require the immediate intervention of the principal. These behaviors include inappropriate language, physical altercations, aggression, defiance, disrespect, or stealing. A student who is referred to the principal or counselor may be supported through a behavior modification plan to set goals to promote a positive change in behavior. The implementation of such an intervention requires the support and participation of parents/carers to encourage swift improvement. Ultimately, intervention strategies will be implemented with consideration of the age, infraction levels, and cognitive levels of the student.

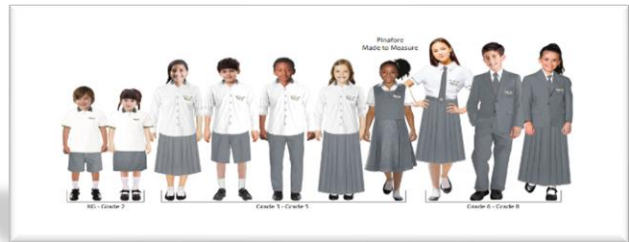
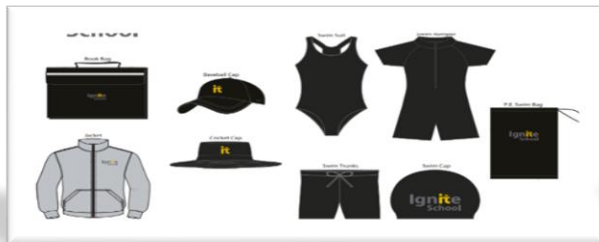
Uniforms

All Ignite students are required to wear the approved school uniform. Any special clothing or school-related themes or costumes must be approved by the school's administration. **Students may wear the PE uniform only on the days that a student has Physical Education class.**

Hats and hoodies are not permitted to be worn in school.

Once provided to the student, ID Badges must be worn at all times as this is an essential part of the uniform. *All student uniforms can be purchased at Zak's in the Mirdiff Uptown Mall*

Uniform Policy



Mobile Phones

As per KHDA regulations, students are not permitted to have mobile phones on the premises at any time. If students determine that they have mistakenly brought a mobile phone into the school, he/she must take the phone to any SLT member for holding until the end of the school day. Parents will be notified in the case in the form of a call and warning letter. Possession and use of mobile phones are not on campus at any time. The use of mobile phones in or around the school's campus by any students will result in disciplinary action against the student and the parents will be required to come and pick up the phone from a school administrator.

Mobile phones are not acceptable digital devices for learning at Ignite School. WhatsApp and iMessage communications by students to peers or parents during the school day are prohibited.

Bullying

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious lasting problems.

The 4 types of bullying are:

1. Physical: Pushing, kicking, hitting, punching or any use of violence.
2. Verbal: name-calling, sarcasm, spreading rumors, teasing. This also includes religious discrimination and/ or racism: racial taunts, excluding other students because of their religious/racial background.
3. Social/Emotional: Being unfriendly, excluding, spreading rumors, tormenting, (e.g. hiding books).
4. Cyber: All areas of the internet, such as social media, emails and internet chat rooms, mobile use and any misuse of associate technology i.e. camera and video facilities.

Consequences for bullying will be applied according to the Child Protection and Anti-Bullying Policies.

Parent Support

- Expectations of parents' support with good attendance and behavior should be made explicit. The content of this policy must be regularly communicated to parents/carers.
- Parents/carers will be contacted regarding any issues and when praise for achievement or improvement has been made.

Parents are encouraged to contact Ignite School via the communication channels below:

- **Mr. Ali Jaber, KG/ES Principal:** principal@igniteschool.ae
- **Dr. Asif Padela, MS/HS Principal:** principal-mshs@igniteschool.ae
- **Ms. Karis Speed, Pre-KG-G1 Vice Principal:** viceprincipal.kg@igniteschool.ae
- **Ms. Susana Saleh, Pre-KG-G1 Dean of Students:** kg.dean@igniteschool.ae
- **Mr. Colin Donovan, G2-G5 Vice Principal:** viceprincipal.es@igniteschool.ae
- **Ms. Abir Khatoun, G2-G5 Dean of Students:** es.dean@igniteschool.ae
- **Ms. Leena Saada, Middle School Vice Principal:** viceprincipal.ms@igniteschool.ae
- **Ms. Roula Chouman, Middle School Dean of Students:** ms.dean@igniteschool.ae
- **Ms. Rowaida Al Mokdad, Middle School Dean of Students:** r.mokdad@igniteschool.ae
- **Mr. Ali Alzyout, High School Vice Principal:** viceprincipal.hs@igniteschool.ae
- **Ms. Nehal Abdulkareem, Acting High School Vice Principal:** n.abdulkareem@igniteschool.ae
- **Ms. Iman Jammoul, High School Dean of Students:** hs.dean@igniteschool.ae
- **Mr. Mahmoud Kamal, Data and Assessment Coordinator:** m.kamal@igniteschool.ae

Personal Belongings

When allowing your child to bring personal belongings with him/her to school, please be reminded that the school is not responsible for lost, damaged, or stolen items.

Students should not bring cell phones or smart watches to school. If a cell phone or smartwatch must be brought, it must be turned off and be given to the classroom teacher.

Weapons are strictly forbidden on school grounds (including the school bus and bus stops). Toys and other personal belongings resembling a weapon will result in a disciplinary action.

Media Use Consent and Opt-Out Policy

At Ignite School, we believe in celebrating the achievements and milestones of our students. As part of our commitment to showcasing the vibrant learning community at our school, we may use photographs, video recordings, and other media that feature students in various promotional and educational materials. These materials may be shared on the school's social media platforms, website, newsletters, brochures, advertisements, and other public-facing media.

By enrolling your child at Ignite School, you grant the school permission to use images, videos, and other media of your child for the purposes outlined above. These materials will be used to promote school activities, highlight student accomplishments, and share educational experiences with the wider community.

Opt-Out Option

We understand that some parents may prefer not to have their child's image or video used for promotional purposes. If you do not wish for your child's pictures or videos to be used in any form of media, you can opt out by following the procedure below:

- How to Opt-Out:
Send an email to the respective Vice Principal with the following details:
 - Student's Full Name
 - Grade/Level
 - Parent's Name
 - A clear statement indicating your request to opt out of media use.

Once we receive your email, your request will be processed, and your child's image will not be used in any future promotional materials. We will make reasonable efforts to remove any media that may have been published prior to your request, though we cannot retract media already distributed (e.g., social media posts, newsletters, or press releases).

Student Textbooks Policies

All students have consumable textbooks. The Fee Schedule includes the cost of the textbook package by grade level for Elementary students.

The Textbook Hire Scheme covers textbooks, class readers and nominated work/practice books but does not include consumables. Stationery lists are available from the Class Teacher. Textbooks and nominated work/practice books are issued to students upon commencement of classes and returned at the end of the academic year/course (or withdrawal).

Students are responsible for the condition of the texts issued to them. When issued, texts are in good condition and students need to ensure the copies of the text they are issued are the ones that they return. The full replacement cost plus processing fee will be charged on the Fee Accounts for any damaged, lost books or late returns.

Assessments

At Ignite School, we offer a variety of assessments to support stakeholders to better understand the strengths and areas of improvement towards students' learning and college and career readiness. Assessments at Ignite School align with the NYSLs, NGSS, KHDA, and MOE with considerations for UAE National Agenda Targets.



External Assessments at Ignite School

- **Measurement of Academic Progress (MAP)** is administered three times a year for Grades KG2 to Grade 12 students.
 - **MAP FALL** which is administered at the beginning of the year.
 - **MAP WINTER** which is administered in the middle of the year.
 - **MAP SPRING** which is administered at the end of the year.
- **Cognitive Ability Test (CAT4)** is administered once every 2 years for students in grades 1-12. The CAT4 assessment informs the school about the cognitive potential of your child and their strengths in learning patterns.
- **Arabic International Benchmark Test (IBT)** is administered once every year for Grades 3 to 10 students. The IBT Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations.
- **TIMSS** is one of the assessments named in the UAE National Agenda goals and holds schools accountable to supporting the UAE in its vision. Students in Grade 4 and Grade 8 are randomly selected by the assessment publisher to take TIMSS every 3 years.
- **PISA** is one of the assessments named in the UAE National Agenda goals to hold schools accountable in supporting the UAE in its vision. Students who are 15 years old or in Grade 9 are randomly selected by the assessment publisher to take PISA every 3 years.
- **PIRLS** is one of the assessments named in the UAE National Agenda goals to hold schools accountable in supporting the UAE in its vision. Only students in G4 take the assessment. Students are selected randomly by the assessment publisher, and it is taken every 5 years.
- **NGRT** is the New Group Reading Test assesses reading comprehension and literacy skills, widely used in UAE schools to track students' English language proficiency and reading development.
- **IS.B.T** Islamic Education Benchmark Test is an external Assessment for Islamic Education grades 1-12
- **PSAT 8/9** to Establish a Baseline for Student Success. Results from the PSAT 8/9 allow us to evaluate each student's college and career readiness and determine which knowledge areas and skills need more work.
- **PSAT 10** to measure readiness for college, access scholarships, and practice for the SAT.
- **SAT** is a standardized test that measures a student's skills in three core areas: Critical Reading, Math, and Writing. Students in grades 11 and 12 take the SAT so that they can submit their scores to colleges as part of the college application process
- **AP Exams** are college-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school. At many colleges and universities, a high enough score will earn the student college credit.

Grade Conversion

The KHDA “American Authorized School” requirements for curriculum; assessment and graduation requirements will be satisfied. Ignite School will use the KHDA standard conversion chart to convert high school percentage grades to letter grades. This chart will also be used to calculate cumulative grade point averages (GPA).

<i>Letter Grade</i>	<i>Percent Grade</i>	<i>4.0 Scale</i>
A+	97-100	4
A	93-96	4
A-	90-92	3.7

Parent-Student Handbook

B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1
D-	Below 65	0.5
F	Below 60	0
AP courses	An addition of 0.25 to the standard weighting	

KHDA Parent-School Contract (PSC)

In compliance with the Knowledge and Human Development Authority (KHDA) regulations, all parents are required to review and sign the Parent-School Contract (PSC) at the beginning of each academic year.

The Parent-School Contract is a mandatory agreement that outlines the mutual responsibilities, expectations, and commitments of the school and parents to support the academic and personal development of every student.

Key Points:

The PSC is issued digitally via the KHDA parent portal (DubaiNow App or KHDA website).

Both parents and the school must electronically sign the contract for the student's registration and continued enrollment to be valid.

The contract includes details on tuition fees, school policies, code of conduct, and grievance procedures.

Students will not be fully registered with KHDA unless the PSC is signed by the parent.

We kindly ask all parents to complete this process promptly when notified by the school. If you require assistance with the signing process, please contact the Admissions or Parent Relations Department.

Promotion and Retention of Students

The Ignite School policy for student promotion, retention and graduation draws on the New York State Department of Education's regulations for student promotion standards and graduation.

Consistent with Ignite School's implementation of Response to Intervention (RtI), classroom teachers are expected to make every effort to identify as early as practicable those students whose development path is at risk of obtaining appropriate grade level promotion benchmarks. The school leadership and parent(s) must be notified promptly if current grade level retention is anticipated, and an education plan shall be designed for each student identified as such.

Parents will be advised prior to or during the Semester 1 Parent-Teacher Conference and distribution of report cards if their child is at risk of underachievement. This early notification will provide an opportunity to review student work, discuss strategies and interventions, establish benchmarks, and clarify responsibilities in moving the student toward promotion. If the student is still at risk of underachievement as evidenced by student work/grades, written notice to that effect will be provided to the parent no later than mid-Semester 2. Records of ongoing parental communication and involvement, i.e., meetings, emails, phone calls, report cards, parent-teacher conferences, assessment of the student's work, and instructional interventions will be maintained. Failure by Ignite School staff to provide notice to parents may result in promotion of the student. The Semester 1 and Semester 2 Parent-Teacher Conferences offer an additional formal opportunity to discuss student progress toward achieving promotion at the end of the school year.

KG1

Promotion or retention of KG1 students is considered according to the attendance record and age of the student. The attainment of 98% attendance is a goal that should be discussed with parents to enlist and maintain their understanding and support of the importance of good attendance. Typically, KG1 students are exempt from retention.

KG2 to Grade 2

- a. **Assessment of Progress** - All aspects of a student's record, including evidence that student work demonstrates progress towards meeting the core learning standards, will be reviewed periodically to ensure that students are moving toward the attainment of literacy and math skills (including Arabic for some students) and that appropriate support and intervention strategies are in place for those students whose progress is of concern. Parents will be informed and involved in the progress of their child's development and be offered opportunities for participation in classroom activities and homework assistance.
- b. **Instructional Strategies and Intervention** - Preparation of students in KG2 to Grade 2 will be based on instructional practices, strategies and interventions established to promote attainment of literacy and math standards (including Arabic for some students). These practices will draw from the use of the New York State Learning Standards for Literacy and Mathematics, remedial instruction, and other activities to ensure that all students become independent readers and writers by Grade 3.
- c. **Attendance** - Students will be encouraged to develop good habits of attendance, beginning with their first school experience. Therefore, the attainment of at least 98% attendance is a goal that should be discussed with parents to enlist and maintain their understanding and support the importance of good attendance. We strive for all students to achieve 100% attendance.
- d. **Promotion Decisions** - For Grades KG2-2, if promotion may be considered not to be in a child's best interest, parents should be notified and actively involved in reaching the decision of whether to promote or retain their child. Promotion decisions for students in Grades KG2-2, including students with SoD and EALs, will be made by the principal in consultation with the child's teacher and parent (possibly also the Inclusion Department). For EALs, the decision to promote or retain shall include consideration of the student's language development; however, EAL identification alone may not be the sole basis for retention. If a parent disagrees with the promotion decision, the parent may appeal to the Director. The Director shall review the principal's decision and make a final determination.

Grades 3 to 7

- a. **Multiple Promotion Criteria** (including SoD students whose IEPs do not specify a modified promotion standard)
- b. Promotion to the next grade will be based on the integrated use of multiple measures, such as external test scores (i.e., MAP, CAT4), course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. Promotion decisions will be based on a holistic evaluation of the foregoing measures and according to whether the student has demonstrated sufficient progress toward attaining learning standards.
- c. If the review team determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks, the principal shall recommend that the student complete a summer work portfolio at home. The principal or his/her designee shall share the portfolio results with the student's parents and communicate the decision.
- d. The review team shall review the promotion portfolio previously submitted by the classroom teacher along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade.

- e. If a parent disagrees with the promotion decision, the parent may appeal to the Director who will make a final determination.

Promotion for EALs in Grades 3 to 7

EAL identification alone may not be the basis for retention. Promotion criteria for EALs will be determined according to the student's number of years of enrollment in an English medium school:

Students enrolled for six or more years will be held to the promotion criteria set forth in section a below.

For students enrolled for at least two years but fewer than six years, promotion will be based on whether students:

- Attain sufficient progress in the WIDA program as evidenced by multiple measures, which may include student work, course grades, and external EAL assessments; and
- demonstrate satisfactory progress in Mathematics (plus Arabic and Islamic Education if applicable) as evidenced by student work.

EALs in Grades 3 and above who are not promoted will be recommended to complete a summer work portfolio at home.

A review team shall review the promotion portfolio previously submitted by the classroom teacher along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade. If a parent disagrees with the promotion decision, the parent may appeal to the Director who will make a final determination.

- a. Multiple Promotion Criteria (including SoD students whose IEPs do not specify a modified promotion standard)

Promotion to the next grade will be based on the integrated use of multiple measures, such as external test scores (i.e., MAP, CAT4), course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. Promotion decisions will be based on a holistic evaluation of the foregoing measures and according to whether the student has demonstrated sufficient progress toward attaining learning standards.

If the review team determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks, the principal shall recommend that the student complete a summer work portfolio at home. The principal or his/her designee shall share the portfolio results with the student's parents and communicate the decision.

The review team shall review the promotion portfolio previously submitted by the classroom teacher along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade.

- b. Promotion for students with SoD whose IEPs specify a modified promotion standard in Grades 3 and above.

When the IEP team has specified a modified academic promotion standard on the IEP, the modified standard will be applied. If the review team determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks for the modified promotion criteria, the principal shall recommend that the student complete a summer work portfolio at home. The principal or his/her designee shall share the portfolio results with the student's parents and communicate the decision.

The review team shall review the promotion portfolio previously submitted by the classroom teacher along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade.

Parent-Student Handbook

If a parent disagrees with the promotion decision, the parent may appeal to the Director who will make a final determination.

Grade 8

- a. Multiple Promotion Criteria (including SoD students whose IEPs do not specify a modified promotion standard)
 - i. The attainment of passing grades in core courses: English, Mathematics, Science and Social Studies as well as Arabic and Islamic Education (if applicable).
 - ii. Promotion to the next grade will be based on the integrated use of multiple measures, such as external test scores (i.e., MAP, CAT4), course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work. Promotion decisions will be based on a holistic evaluation of the foregoing measures and according to whether the student has demonstrated sufficient progress toward attaining learning standards.

Eighth grade students who do not meet promotion criteria because of failure to pass one or more core courses may be able to pass the needed course(s) via a summer work portfolio at home.

If the review team determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks, the principal shall recommend that the student attend complete a summer work portfolio at home. The principal or his/her designee shall share the portfolio results with the student's parents and communicate the decision.

The review team shall review the promotion portfolio previously submitted by the classroom teacher along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade.

Students who do not achieve the requirements for promotion from Grade 8 will be retained. A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher, Principal, counselor, and parents. If a parent disagrees with the promotion decision, the parent may appeal to the Director who will make a final determination.

Promotion for EALs in Grade 8

EAL identification alone may not be the basis for retention. Promotion criteria for EALs will be determined according to the student's number of years of enrollment in an English medium school:

Students enrolled for four or more years will be held to the promotion criteria set forth in section a.

For students enrolled for at least two years but fewer than four years, promotion will be based on whether students:

Achievement of expected gains in the WIDA program as evidenced by multiple measures, which may include: student work, course grades, and external EAL assessments; and demonstrate satisfactory progress in Mathematics (plus Arabic and Islamic Education if applicable) as evidenced by student work. EALs in Grade 8 who are not promoted are recommended to complete a summer work portfolio at home.

The review team shall review the promotion portfolio previously submitted by the classroom teacher along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade. If a parent disagrees with the promotion decision, the parent may appeal to the Director who will make a final determination.

Parent-Student Handbook

For students enrolled for at least one year but fewer than two years, promotion will be based on whether students:

Attain sufficient progress in the WIDA program as evidenced by multiple measures, which may include student work, course grades, and external EAL assessments; and demonstrate satisfactory progress in Mathematics (plus Arabic and Islamic Education if applicable) as evidenced by student work. EALs in Grade 8 who are not promoted are recommended to complete a summer work portfolio at home.

The review team shall review the promotion portfolio previously submitted by the classroom teacher along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade. If a parent disagrees with the promotion decision, the parent may appeal to the Director who will make a final determination.

- b. Promotion for students with SoD whose IEPs specify a modified promotion standard in Grade 8

When the IEP team has specified a modified academic promotion standard on the IEP, the modified standard will be applied. If the review team determines that the student's portfolio does not demonstrate that the student has attained minimum promotion benchmarks for the modified promotion criteria, the principal shall recommend that the student to complete a summer work portfolio at home. The principal or his/her designee shall share the portfolio results with the student's parents and communicate the decision.

The review team shall review the promotion portfolio previously submitted by the classroom teacher along with the summer work portfolio. If, in the team's judgment, the student has demonstrated gains, the student shall be promoted to the next grade.

If a parent disagrees with the promotion decision, the parent may appeal to the Director who will make a final determination.

Grades 9 to 12 (for general education students, SoD and EALs)

Promotion from Grade 9 (Freshman) will be based on a comprehensive assessment of whether students:

- a. Successfully complete standards in academic subject areas; and
- b. Accumulate a minimum of 6 credits minimum.

Promotion from Grade 10 (Sophomore) will be based on a comprehensive assessment of whether students:

- a. Successfully complete standards in academic subject areas; and
- b. Accumulate 12 credits minimum (building on previous year).

Promotion from Grade 11 (Junior) will be based on a comprehensive assessment of whether students:

- a. Successfully complete standards in academic subject areas; and
- b. Accumulate 18 credits minimum (building on Grades 9 and 10).

Graduation (Grade 12 Senior) will be based on a comprehensive assessment of whether students:

- a. Successfully complete standards in academic subject areas; and
- b. Accumulate 25 credits minimum (building on Grades 9, 10 and 11).

High School Graduation – Ignite School High School Diploma

All students satisfying the requirements receive the Ignite School High School Diploma. All students must attain a minimum of 25 credits spread over the four years of High School (i.e., Grades 9 to 12) in the following course areas to fulfill KHDA “American Authorized School” graduation requirements.

Subject/course area	Units or credits
	<i>Each full unit or credit is considered as a subject studied throughout the academic year for at least three 50-minute periods per week (except for Islamic Education)</i>
English	4
Science	4
Math	4
World Language	2
Social Studies	3
Health and Physical Education	2
Visual Arts	0.5
Electives	4-6
Arabic	4
For Arab Nationals - Mandatory	
These units can replace a combination of credits or units from the elective and world language components	
Islamic Education	2
For Muslim Students - Mandatory	
These units can replace a combination of credits or units from the elective and world language components	
*A credit or a unit is 120 classroom hours of instruction per school year	

Each student is provided with choices to personalize their program to their learning interests through the 5.5 minimum credits of electives.

Student Support

Inclusion Services

Ignite School offers an inclusive environment for students to develop and learn. The main objective of inclusive education at Ignite School is to help prepare each student to contribute to their communities in meaningful and positive ways, by providing specialized instruction, honoring individual differences and learning styles, and developing independence. Inclusion is recognizing that we are all one even though we are not all the same.

At Ignite, attention is given to ensure SoD are placed in the LRE (Least Restrictive Environment) most of the time, and students are provided instruction within the regular/general education learning environment as demonstrated by the child’s needs in the IEP.

The inclusive learning environment at Ignite School includes an inclusion teacher who collaborates with the general education teacher to implement the IEP (Individualized Education Plan) by providing services for students and ensuring the fidelity of the IEP including strategies, modifications, and accommodations according to the students’ learning needs and goals. The collaboration that promotes inclusive learning includes but is not limited to co-planning, co-teaching, and the use of a Learning Support Assistant (LSA) as needed. The general education teacher is responsible for the majority of instruction.

Parent-Student Handbook

The Ignite Inclusion Department's aims are to:

- Adapt and modify content and strategies to meet the needs of SoD.
- Have all students learning together in the general education setting.
- Offer a comprehensive, challenging, and relevant curriculum.
- Fully involve all children in the learning process.
- Enable SoD to be engaged in the life and work of the school to the best of their abilities, including equal opportunity to access and participate in school-sponsored co-curricular activities and extracurricular activities.
- Recognize and value the diversity of cultures, languages, religions, opinions, and beliefs in society as a rich resource to support everyone's learning.
- Encourage parents to engage in their child's learning.
- Set and regularly progress monitor achievable targets that challenge the learning capabilities of all children.
- Ensure staff and children treat each other with respect.
- Commit to setting high expectations for all children.
- Have Learning Support Assistants (LSAs) support the learning and participation of children.
- Offer an inclusive environment that acknowledges and values differences and encourages positive interactions.

Standard Services Inside and Outside Classroom Settings

Standard Services may include the following, yet this is not meant to be an exhaustive list.

- Differentiated Instruction informed by data, included in teacher lesson plans.
- Classroom accommodations.
- Assessment accommodations.
- 1:1 intervention as supported by the IEP, provided by Inclusion teacher and/or LSA (Learning Support Assistant).
- Modifications to the curriculum and/or assessments for access and opportunities to succeed.
- Assistive technology as supported by the IEP.
- Flexible, small group interventions and/or instruction.
- Development, progress monitoring and revision/review of annual IEP.
- Involvement of the IEP Team, including a parent/legal guardian, a regular education classroom teacher, and involvement of the child where practical.
- Partnering with outside agencies, i.e., medical professionals, and relative community partners. Ignite School partners with Sunshine Learning Difficulties Center, licensed by the Community Development Authority (CDA).

Wellbeing

Ignite School places a high emphasis on developing and supporting the whole child and the educators who are responsible for facilitating their learning. We collaborate to develop a community where all stakeholders of Ignite School:

- feel safe, supported, valued, happy, and welcome.
- feel a sense of mutual respect, care, and responsibility throughout the school.
- are supported through existing policies, procedures, and initiatives.

Parent-Student Handbook

Goals:

- To create a school culture that encourages and supports healthy lifestyle choices.
- To ensure staff and students have an awareness of health and wellbeing issues.
- To cultivate an environment that encourages staff and students to partake in initiatives which support wellbeing.
- To ensure that staff and students know who to approach for support with any concerns about their personal emotional wellbeing or about colleagues and/or peers who may be experiencing challenges that could affect their wellbeing.
- Develop and enhance the social and emotional well-being of students through social and emotional learning.

Social and Emotional Learning is an integral part of education and student development at Ignite School. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

At Ignite School SEL is embedded into the curriculum. We recognize that SEL helps young people thrive personally and academically, develop, and maintain positive relations, become lifelong learning, and contribute to a more caring, just world.

School Counselor:

- Support all students' wellbeing through individual counseling sessions and small groups - Second Step Program.
- Observe students' wellbeing in classrooms and social settings.
- Provide guidance and work alongside teachers, staff, families, and external community agencies in a supportive role for all students.
- Liaise with Administration, teachers and staff on students' safety and wellbeing concerns.
- Support students in need of behavioral support and interventions.

Technology Use Policy (ICT Agreement)

Information and Communication Technology (ICT) including the internet, email and mobile technologies have become an important part of learning in our school. It is an expectation at Ignite School for students to be safe and responsible when using any ICT. It is essential that students are aware of E-Safety and know how to stay safe when using any ICT.

As per KHDA regulations, students are not permitted to bring mobile phones or ipads, tablets on campus. If mistakenly brought, these devices will be confiscated.

Parents and students are expected to read, discuss, and sign this agreement. Students will not be permitted to use any ICT at the school until the form is signed and returned. If there are any questions or concerns, please contact your child's classroom teacher.



- I understand that the primary use of any technology is for participating in or completing school-related assignments.
- I will always keep the device within the supplied protective case.
- I will not message other students or classmates during the school day.
- I am responsible for my login and passwords to all my accounts. Attempting to log-in as someone else is not allowed.
- I will not reveal my password(s) to anyone. If someone asks me for my password, I will report to my teacher.
- I understand that all my use of the Internet and other related technologies is monitored and will periodically be checked. My activity will be logged and can be made available to my teachers, parents, carers, police, and outside agencies should my behavior be deemed inappropriate.
- I will make sure that all communications with students, teachers, or members of the Ignite community are appropriate.
- I will be responsible for my behavior (websites and language) when using the Internet.
- If I accidentally come across any material that I believe is inappropriate, I will report it immediately to a member of Ignite School staff.
- I will not give out any personal information such as names, phone numbers or email addresses; of other students or adults in the Ignite School community.
- I will not share images/videos of myself or others that are inappropriate.
- If I witness or discover that anyone is sending inappropriate images or videos, I will report them to my teacher, school counselor or principal.
- I will not copy the work of another student or member of the Ignite School Community.
- I understand that if I bring unauthorized electronic equipment into school, it will be taken by the teacher or principal and my parents will be asked to come into school to collect it.
- I understand that these rules are designed to keep me safe and that if they are not followed ALL school rules and consequences will be applied.

Cyber-Bullying:

This involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others. Students will be held accountable for cyberbullying at the Ignite School and any such interactivity that may impact negatively on the learning environment. ***Please see the Ignite School's Behavior for Learning Policy regarding Cyberbullying.***

E-Safety at Home

Advice on the safe use of technologies for teenagers can be found at the following websites:

<http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers>

<https://www.thinkuknow.co.uk/parents/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

Parent Complaints

At Ignite School, we welcome feedback and suggestions from our parents. We take all complaints and concerns very seriously and aim to address them as quickly as possible. In all cases, parental complaints shall be dealt with seriously, courteously and promptly.

Often, concerns raised by parents can be addressed and rectified without the use of a formal process. If the concern can be quickly handled by the classroom teacher, then there is no need to proceed with the formal process.

Ignite School wants to ensure that all parents are aware:

- How to raise a complaint as a parent
- The school will respond to all complaints within a reasonable time
- The school will take appropriate steps and actions to resolve the issue

We know that different types of grievances require different responses and types of investigations. We will respond to all complaints as quickly as possible, and within 48 hours of the complaint being raised. Complaints can be raised with the appropriate person via email, phone call, or in-person meeting. Please follow these steps to raise a formal grievance or complaint. If the issue is not resolved at any level, it will proceed to the next level. Any grievances that are not first taken to step 1 will be redirected. If a parent is not satisfied with the resolution provided, then the next person on the list will be involved.

Teaching and Learning
1. Direct concern to the class teacher to be resolved
2. Direct concern to the Team Lead (KG-Grade 5) or Head of Department (Grade 6-Grade 12)
3. Direct concern to the Vice Principal responsible for the Grade
4. Direct concern to the School Principal for the final resolution

Student Wellbeing
1. Direct concern to the class teacher to be resolved
2. Direct concern to the Team Lead (KG-Grade 5) or Head of Department (Grade 6-Grade 12)
3. Direct concern to the School Counselor
4. Direct concern to the Vice Principal responsible for the Grade
5. Direct concern to the School Principal for the final resolution

Facilities
1. Direct concern to the Vice Principal responsible for the Grade
2. Direct concern to the School Principal for the final resolution

A Member of Staff
1. Direct concern to the Vice Principal responsible for the Grade
2. Direct concern to the School Principal for the final resolution

A Member of the Senior Leadership Team
1. Direct concern to the School Principal for the final resolution

Student Complaints

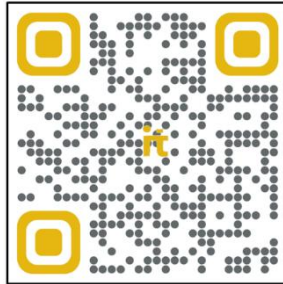
At Ignite School, we understand that students may also have concerns that need to be addressed. Ignite School wants to ensure that all students are aware:

- How to raise a complaint as a student
- The school will respond to all complaints within a reasonable time
- The school will take appropriate steps and actions to resolve the issue

Student Complaints	
1.	Direct concern to the class teacher to be resolved
2.	Direct concern to the School Counselor
3.	Direct concern to the Vice Principal responsible for the Grade
4.	Direct concern to the School Principal for the final resolution

The staff member receiving the concern may involve other members of staff to help resolve the issue, as needed. We aim to address and solve all student grievances in a timely and appropriate manner. We also encourage our students to speak to their parents about issues arising at school. In all cases, parental complaints shall be dealt with seriously, courteously and promptly.

Scan the QR code to submit your concerns and suggestions. This QR code will also be visible throughout the school, allowing students to add their input at any time.



Thank You