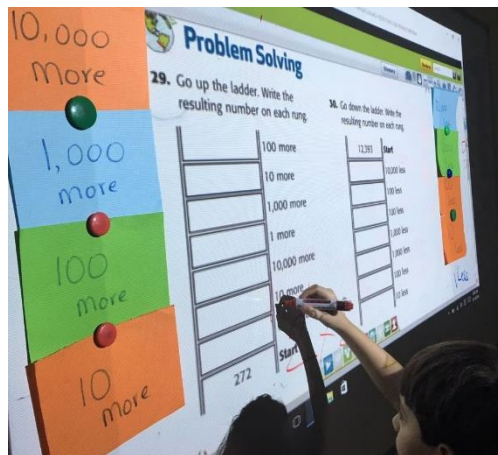




وزارة التعليم  
Ministry of Education

# Imperial School Handbook



## Imperial International School



## INTRODUCTION

Imperial International School was established based on the cumulative experience in education and intensive research on world top school systems and curriculum development. **Our vision** for a wholesome school that serves the community in general and the students in particular, while providing a familial atmosphere where care and respect includes all, will ultimately lead to the bright future we seek for our students.

The school is divided into three sectors, one for male students in grades 1 to 3 and another for female students in grades 1 to 12. The third sector is the Kindergarten which accommodates children from the ages of 3 to 6.

Instruction in the core subjects: language arts, math, science and social studies is in English. Other subjects and activities are provided to establish a wholesome education for our students and guide them into the future.

In Imperial International School we believe that every child learns in his/her special way thus, we have established a variety of methods to reach each student. Tests are used not only to measure the student's ability to retain information, but his/her ability to use the learned information.

It is our aim to reach with our students a level of education that prepares them for the real world and make them learners for life. We also aim to refine their education through the fine arts.

We will strive to work together, administration, teachers, students and parents for brighter future.

**This School Handbook has been prepared to serve as a resource and guide for students and parents. The handbook attempts to cover the basic expectations, rules, and policies governing the way students, staff, parents, and others relate within the school community. Please review the information in this handbook very carefully and use it as a valuable source of information to help ensure your overall success.**

If you have any questions, please discuss them with the administration.



## SCHOOL PURPOSE

### Vision

To encourage life-long learners to be responsible citizens in an ever-changing technological world

### Mission

Imperial International School is a community whose members inspire one another to learn, work and play in an atmosphere of collaboration and respect while ethically preparing for a global society.



### Beliefs

*We believe that:*

- All students will learn when their needs are the primary focus of all the decisions impacting the work of the school.
- Teachers provide a variety of learning activities that accommodate differences in learning needs.
- A safe and physically comfortable learning atmosphere promotes student learning.
- The integration of technology into the curriculum is essential for providing students with skills to become global citizens.
- A student's self-esteem is enhanced by the mutual trust and positive relationships developed within the school community.
- Students will become confident, self-directed, independent learners when they are actively engaged in the learning process.
- Students need to apply their learning in meaningful contexts and be able to demonstrate their understanding of essential knowledge and skills using a variety of assessment tools.
- Our administration is always keen to seek for the most developed ways to update the society development needs world wise.



## Institutions Practices regarding Culture, Equity and High Expectations

### Equity

Based on our belief in student centered learning, we try our best to accommodate all the learners' needs and treat everyone fairly and with equity.

We actively promote equity in the classroom to help remove barriers so all our students can succeed. And when every student has the resources they need, the entire classroom thrives! We promote equity in the classroom, making sure every student has the resources and support they need to be successful.

We ensure that individual factors like race, culture, religion, ethnicity, immigration status, individual experiences, socio-economics status. don't hold back students from reaching their full learning potential. Students are diverse, but our education system isn't. Students and teachers all bring unique perspectives to the classroom, including different: biases, traumas, identities, experiences, assumptions, and backgrounds. When equity in the classroom is a priority, all students benefit.

### Culture

In Imperial International School, we reveal the hidden tool for transforming our schools: which is culture, the thing we are very proud to have. Our culture supports great teaching and learning. We believe that when we empower teachers to communicate, collaborate, reflect, inquire and innovate, students will be encouraged to express themselves without restrictions.

Culture directly impacts the success of students and staff. It embodies the relationships that we create with one another. Great cultures encourage active participation, you must shape it and we all have a role to play.

Everything that we do at Imperial International school is designed to promote innovation and excellence in education. In our 14 years journey of honing and evolving our programs, we've learned that school culture is at the foundation of a school's success.

### A nurturing environment with high expectations

Our culture isn't dictated by one person, it's created by a community. Supporting and challenging individuals in a nurturing environment not only drives growth but ensures that community members are engaged. Individualized support is important for establishing a nurturing environment that meets students where they are and establishes clear and relevant expectations

### Student Support System:

Imperial International School is a community where the students are the center of the learning.

We encourage active learning. Hands-on activities are often the best way to get all students engaged in learning. Students are assigned in small-group and project-based assignments that promote active and collaborative learning.

We give students choices whenever we can. Some students like to tackle challenging tasks first, while others might prefer to start simple and then ease into tougher tasks. Keeping this in mind we let students choose which activities to complete first. By giving them some control over their schedule we show that we respect each student's individuality, strengths, and needs.

Boosting participation is one of our main goals. Giving all students lots of opportunities to respond in class, and many ways to participate. Not only does this get every student more actively engaged with the lesson, but also increases the amount of positive reinforcement they'll receive. We allow students with different strengths and needs to respond in different ways, such as speaking instead of writing and vice versa.

For students who have extensive support needs, traditional grading systems aren't the best way to show what they can do. We consider alternative grading approaches for such students that meaningfully capture the progress of these students making sure that they are making toward their academic goal.

We teach skills to students that they will really use. Generic skills like sorting objects into groups aren't likely to be used much in a student's daily life. Instead, we focus on skills that are functional, useful, and reinforced regularly within the student's everyday schedule. Using real-life examples while teaching is one of the ways we ensure that students use what they learn in school.

#### **Institutions Practices regarding stake-holder involvement:**

The main advantage of having a learner centric environment is that everything we do is for the benefit of the students. We try and involve everyone in the community to do so

We have a Stakeholder Committee that includes admin members (Decision makers), teachers and parents, who can suggest major changes in the school's decisions and have access to the continuous improvement plan of the school. The Stake-Holder Committee meets regularly to suggest gradual changes in the continuous Improvement Plan. The Stake-Holder Committee involves parents and teachers of different grade-level students. These members are chosen based on their ability to communicate with other stakeholders and the benefits that they bring for the students. This is done by including them in the "Mothers' can do" Program.

The Student Club is a newly introduced club in the school where students have an opportunity to become leaders and act responsibly in different areas. Students can suggest ideas for improvement on what they think education for them should look like. We have different communities to address different areas like Activity Committee, The School Club, Health ambassadors.

We also have a Professional Learning Committee, that includes many different committees for the teachers. Teachers are added to committees based not only on the subjects they teach but also the different grade levels that they deal with. Each teacher is part of more than one committee. Teachers are given many opportunities to show different skills that they possess. There is a "White Cards, Good Heart" system, where each teacher as a team to ensure that they are given opportunities to show their leadership quality. They meet once a week to identify the different problems and suggest solutions that are practical and suggest to the admin using the "Bank of Ideas" program. These suggestions are taken into consideration while making Improvement and Action plans. Peer-visits are encouraged among teachers to ensure that everyone learns from each other and can suggest and use positive changes in their classes.



### **Student Safety & Security**

The safety of our students is the main priority in our school. We make sure that students feel safe on the school premises. There is written protocol on how to evacuate the school in case of any crisis. All the teachers, staff and students do these drills regularly. Maps are put in every classroom showing the exit route for each one of them. Students are trained in how to move during the crisis. Surprise evacuation drills are done to ensure that everyone on the premises knows what they are supposed to do and stay calm during the evacuation itself. Every time the evacuation drill is done, parents are notified about it. People responsible for safety and security are trained are professionals on how to give first aid and how to use the extinguishers.

### **Community Spirit**

As in all communities, rules and policies assure the easy governing of many who work together daily. The communal rules contained in this handbook are intended to bring us closer together as a school. We ask that you follow this document with care.



## POLICIES & PROCEDURES

### Discipline and Student Expectations

Classroom management and discipline are the responsibility of the teacher in charge. Teachers will take the positive approach to discipline with emphasis on praise for accomplishments and/or improvement. Students at all grade levels need to be encouraged to develop a sense of responsibility for their work and their actions. Students learn respect through being treated with respect as individuals. This does not mean that permissiveness is condoned; it does mean that courtesy and fairness help set the learning environment. Any behavior that interferes with the safety or learning of others is not acceptable. Appropriate consequences will be directed at a student who continues to fall short of the school's expectations for good behavior. Parents will be told of behavior problems and are expected to cooperate with the school in solving their child's problems.

When, in the school's sole opinion the student is manifesting symptoms of a learning disability, emotional disturbance, or other challenge that may impact the child's ability to learn, or when requested by the parents, it becomes the parents' obligation to have the child evaluated by an appropriate professional(s) approved, in advance, by the school.

*The school reserves the right to remove a student from its roles if the School cannot provide the child with an appropriate educational opportunity within the given confines of its curriculum.*

Fighting and biting are unacceptable behaviors, especially because of the danger from injury and communicable diseases. If a student is injured or bitten by another, the parents of the injuring student will be called to remove him/her from school for the day. Two instances of injury will result in suspension from school until the matter is brought to the School Board, where continued enrollment will be reviewed by the Board. Dismissal of the student from school does not release the parents from the obligation of payment of the full year's tuition. Parents of the injuring child may be held responsible for the costs of any or all medical bills incurred in treatment of the injury, including any diagnostic testing. Parents of the injuring child should cooperate in teaching their child the concept of apologizing by sending a gift with their child to present for the injured child.

Any student who damages or destroys school property will be expected to pay the replacement cost. In addition, any student who willfully damages school, or personal property or intentionally injures others may face disciplinary action.



## School Rules

- Respect the authority of all staff members.
- Speak politely to others.
- Use honesty in all activities.
- Don't leave school premises without a written permission from administration.
- Use appropriate language at all times.
- Leave the classroom only with the permission of a teacher.
- Leave toys, games and chewing gum at home.
- During playground activity, stay in the yard and play safely. Tackling, wrestling and jumping off the playground equipment are not safe and are not permitted. Students are to be visible to supervising adults at all times.
- Settle disagreements in a peaceful and fair manner. Fighting and threatening are not permitted. Seek help from an adult when necessary.
- Slides are to be used properly, going down feet first, in a seated position.
- Obey School Board policies which prohibit the use and possession of certain items on campus.
- Wear School uniform always except on PE days; wear PE uniform.
- Jewelry and accessories are prohibited in School.
- Make up, long and manicured nails are not allowed.

Infringement of any School Rule will result in the following penalties:

**First time infringement:** a written warning memo signed by student; parents will be notified.

**Second time infringement:** a scheduled conference with parents and possible suspension.

**Third time infringement:** Suspension and possible expulsion from school, depending on the infringement committed.

## Prohibited Articles

Articles that could reasonably be expected to disrupt the normal educational process or that could be expected to create safety hazards should not be brought to school. Prohibited items include, but are not limited to, iPods, CD players, spinners, electronic games, ear or headphones, playing cards of any type, weapons or objects that could be used as weapons, alcohol, drugs, fireworks, matches, lighters, tobacco products, vapes, glass bottles, water shooting devices, laser pointers, large chains connected to wallets or clothing, bandanas or any other gang related items.

*Any student found in possession of the abovementioned items will face disciplinary consequences.*

## Telephone Usage

Students are not permitted to bring mobile phones to school. In case of emergency, students can make phone calls from the administration. To avoid disruption to instruction, the use of electronic devices, including, but not limited to mobiles, tablets/iPads, and other portable communication devices (PCDs) are prohibited during the instructional day. If students are found in possession of electronic devices, the item(s) will be confiscated.





Parents will be responsible for meeting with an administration after confiscation. Repeated violations will result in disciplinary actions deemed appropriate by school administrators.

### Attendance Policy

When a student returns to school following an absence, he/she should submit a note of explanation for the absence to the Main Office or the school email. Failure to do so within two school days will result in the absence being recorded as unexcused. To promote classroom learning, regular attendance of every student is mandatory.

Appeals are a request and not a guarantee. Absences may be excused with a written note signed by the parent or guardian on the day the student returns from an absence for the following reasons:

- Personal illness or injury making the student physically unable to attend school (extended illnesses require documentation from appropriate medical professionals)
- Isolation ordered by a doctor of hospital
- Death in the immediate family
- Medical or dental appointments that cannot be scheduled outside of school time
- Religious observance with prior approval by the principal
- Participation in a valid educational opportunity with prior approval by the Academic Principal and the School Director -related activities include field trips sponsored by the school, school-initiated and scheduled activities, and athletic events.

Assignments missed during excused absences and during out of- school suspensions may be completed by students, with the teacher deciding the due dates. The student is responsible for finding out what assignments are due and completing them within the specified time period.

Students must submit documentation for all absences to the floor supervisor on the first day of attending the school after the absence.

If high school students are absent for more than 5 days (unexcused) in a semester, they need to make-up for the missing credit hours with assignments to ensure getting full credit hour for each subject at the end of each semester. The absence will affect the grade regardless of the submission of assignments.

### Lunches

Parents should provide a healthy daily snack and lunch, including drinks. Milk, juices, and sandwiches will be available for purchase from the school at break time. It is not acceptable for children to bring soda or other unhealthy food for lunch or snack.

### Homework

Homework is used to reinforce class work, enhance learning, and encourage self-discipline. Homework will be in the form of book and online (on classera). Students should

complete homework by themselves. However, it is up to parents to provide a regular homework time and space. Parents may review but should not correct homework; mistakes will help the teacher see where your child needs help. It will affect the report card, in case students don't do the homework (online and in-book).

### Reporting

Students from K to 12 will receive two Report Cards every semester, one at the end of the quiz and one at the end of the semester. Both the reports will be available on classera to be seen by parents. Parent conferences will be held once every semester to discuss the students' performance and other school issues. It is important for parents to attend these conferences; they will be scheduled at a time to encourage parental attendance. Additional conferences may be requested if the parents or the teachers have concerns about the progress of a student. Parental concerns should first be addressed with the principal. If resolution is still not achieved, the Grievance Policy procedure will be followed.

### Entering the School Premises

Any time a parent/guardian or visitor enters the building before, during, or after the school day, he/she is required to sign in at the main office. Parents should always call the school and make appointments prior to the visit; in case they need to meet teachers and/or Academic Principal. Thank you for helping us maintain a safe learning environment for the students and staff at Imperial International School.

Parents can assist the class and the school in the following ways:

- Helping to gather materials for special curricular projects.
- Participating in meetings.
- Helping with plays and other class presentations if needed.
- Asking your child about schoolwork and special programs.
- Joining "Mothers Can do" Program and help students benefit in different areas.



## Standards & Assessments

Students in **KG** will be assessed in the corner period in daily basis using games according to their abilities and interests. Skills will be presented in more than one way in repeated sessions till the kid acquires it.

Students in Grade **1 to 3** will have 2 quizzes each semester. Parents will receive skills one week before. In case of students' absence in the day of the quiz (with an excused leave), mother will be notified of the new date of the quiz on classera mailbox. The same will be followed in case a student gets 25% of the total mark. Only 2 chances will be given. Students with unexcused leave on the day of the quiz will receive a quarter of the mark. Students in **Grades 4 through 12** will be assessed regularly for early intervention.

**All assessments, quizzes and tests, will be standard based. Thus, students will be tested more on learned skills and their ability to apply them than on content knowledge.**

Students in Grades 4 – 12 will have a test following the completion of a chapter, unit, or as deemed necessary by the subject teacher.

Every semester the students will be having 1 quiz on the skills they have learnt in the previous month. Absence during a Quiz Day, without an authentic medical report, will result in the student receiving 5 marks for that Quiz. In case a medical report is provided. During the last two weeks of each term, students in Grades 4 – 12 will sit for Exams. Absence during an Exam Day, without an authentic medical report, will result in the student receiving an “F” for that Exam. A student with an authentic medical excuse will be able to sit for the Exam during after-school hours as arranged by the principal.

## STANDARDS & CURRICULUM

Imperial International School follows American Curriculum for all the subjects except the Arabic subjects for which the curriculum is provided by the Ministry of Education.

We follow the common core standards for English and Math. The NGSS standards for science. The California State standards for Social Studies and World Language Standard for French.

### ENGLISH

#### Standards Summary

Imperial International School follows Common Core standards for English Language. The standards describe a connected body of linguistic understandings and competencies and are a comprehensive foundation that all students should learn. They describe the knowledge and skills that students should acquire from Kindergarten through high school.

#### **Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development**

Word Recognition involves the understanding of the basic features of words: word parts, patterns, relationships, and origins. Students use phonics, context clues, and a growing knowledge of English and other languages to determine the meaning of words and



become fluent readers.

### **Standard 2: READING: Comprehension**

Comprehension involves understanding grade-level-appropriate material. Students develop strategies such as asking questions; making predictions; and identifying and analyzing structure, organization, perspective, and purpose.

### **Standard 3: READING: Literary Response and Analysis**

Response to grade-level-appropriate literature includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts. Literary response enhances students' understanding of history, culture, and the social sciences.

### **Standard 4: WRITING: Process**

The writing process includes prewriting, drafting, editing, and revising. Students' progress through these stages to write clear, coherent, and focused paragraphs and essays.

### **Standard 5: WRITING: Applications** (introduced in Grade 3; applied in Grades 4 and 5)

Through the exploration of different types of writing and the characteristics of each, students become proficient at narrative (stories), expository (informational), descriptive (sensory), persuasive (emotional appeal), argumentative (logical defense), and technical writing. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

### **Standard 6: WRITING: English Language Conventions**

Conventions include the grade-level-appropriate mechanics of writing, such as penmanship, spelling, grammar, capitalization, punctuation, sentence structure, and manuscript form.

### **Standard 7: LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Response to oral communication includes careful listening and evaluation of content. Speaking skills, such as phrasing, pitch, and tone are developed in conjunction with such strategies as narration, exposition, description, and persuasion and are applied to students' delivery of oral presentations.

### **Standard 8: handwriting and copybooks importance**

Students in all ages should use good handwriting, following the right directions for alphabet writing on lines. Organizing the copybooks is very important.

## **MATH**

### **Standards Summary**

Imperial International School follows Common Core standards for Mathematics. The standards describe a connected body of mathematical understandings and competencies and are a comprehensive foundation that all students should learn. They describe the mathematical understanding, knowledge, and skills that students should

acquire from Kindergarten through Grade 12. In addition, high school students are prepared for the University. Grades 10 to 12 Math Curriculum is aligned with the GAT/SAAT tests to help them prepare for entering universities. Also, grade 12 students have a rigorous curriculum that is integrated with Calculus and Foundation year skills.

### ***Number Sense***

Number sense allows students to combine or decompose numbers naturally and solve problems using knowledge of the base-ten system and the relationships among operations.

### ***Computation***

Students should become fluent at performing computations in different ways, including mental calculations, estimation, and paper-and-pencil calculations using mathematically sound algorithms.

### ***Algebra and Functions***

Algebra involves the understanding of patterns, relations, and functions, as well as the representation and analysis of mathematical situations and structures using algebraic symbols.

### ***Geometry***

Geometry involves relationships among shapes and their properties and offers ways to interpret our physical environment. Geometry allows the development of students' reasoning skills.

### ***Measurement***

Students should understand measurable attributes of objects and the units, systems, and processes of measurement, as well as be able to apply appropriate techniques and formulas to determine measurements.

### ***Data Analysis and Probability***

Through the collection and analysis of data, students can learn to make sense of and interpret information. This will enable them to make and critically examine statistical arguments.

### ***Problem Solving***

Problem solving means engaging in a task for which the solution process is not known in advance. Good problem solvers develop a range of strategies for finding solutions to problems and learn to monitor and adjust the strategies they choose in the process of solving a problem.

In addition, high school students are prepared for the University. Grades 10 to 12 Math Curriculum is aligned with the GAT/SAAT tests to help them prepare for entering universities. Also, grade 12 students have a rigorous curriculum that is integrated with Calculus and Foundation year skills.



## **SCIENCE**

### **Standards Summary**

Imperial International School follows Common Core standards from Grades 1 to 6 and Next Generation Science Standard (NGSS) standards for Science.

### ***The Nature of Science and Technology***

It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.

### ***Scientific Thinking***

There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others' ideas as well as have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experiences in science.

### ***The Physical Setting***

One of the grand success stories of science is the unification of the physical universe. It turns out that all natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run, with emphasis on Earth and the solar system. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped the planet Earth, and the concepts with which science describes the physical world in general - organized under the headings of Matter and Energy and Forces of Nature.

### ***The Living Environment***

People have long been curious about living things - how many different species there are, what they are like, how they relate to each other, and how they behave. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. Thus, all of the physical principles discussed in Standard 3 - The Physical Setting, apply to life as well



as to stars, raindrops, and television sets. This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment.

### **Health and Safety**

Young children learn health-promoting habits and routines in Kindergarten. In these early years, they develop basic concepts, attitudes, and skills about nutrition, safety, hygiene, and physical activity that contribute to their well-being. Children's experiences with their health and discovery of ways to improve it enhance their desire and ability to make wise decisions for healthy living in the future.

### **Physical Development**

Movement is at the center of young children's lives. Students will participate in games and sports during their P.E. classes. They begin to develop gross motor skills that involve throwing, catching, and kicking, and fine motor skills that involve greater precision and accuracy of movement.

### **Physical Movement**

Children explore their physical space and understand how their bodies function in space through active movement experiences. They become more skillful and expressive in their movement from one point in space to another through running, jumping, hopping, and skipping movements

### **Common Themes**

Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. A focus on Constancy and Change within this standard provides students opportunities to engage in long-term and on-going laboratory and fieldwork, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.

### **Historical Perspectives**

Examples of historical events provide a context for understanding how the scientific enterprise operates. By studying these events, one understands that new ideas are limited by the context in which they are conceived, are often rejected by the scientific establishment, sometimes spring from unexpected findings, and grow or transform slowly through the contributions of many different investigators. The historical events listed are certainly not the only events that could be used to illustrate this standard, but they provide an array of examples. Through these examples, students will gain insight into various scientific topics.

## Social Studies

### Standards Summary

The standards describe a connected body of historical, civic, and social understandings and competencies, and are a comprehensive foundation that all students should learn. They describe the knowledge and skills that students should acquire from Kindergarten through high school. At all levels, skills for thinking, inquiry, and participation in a global society are integrated throughout the standards.

### History

This standard addresses the relationship between the past and the present. Students examine the relationship and significance of themes, concepts, and movements in world and Middle East histories; learn methods for comprehension, analysis, and interpretation of historical events and documents; and explore the resources available to them for research and problem solving.

### Civics and Government

In this standard, students learn what it means to be a citizen with rights and responsibilities in several communities: local, national, and world. Students also learn to identify the services and information provided by their government and about the major principles, values, and institutions of various political structures and governments across history.

### Geography:

This standard focuses on the relationships between physical and cultural characteristics of Earth. Students learn how Earth/sun relationships affect climate, culture, and world events; how humans have interacted with their environment over time; how geography has affected settlement and population; and how geographic factors influence economies and governments. Students also learn to identify and map physical features of their community, Jeddah, Saudi Arabia, and the world.

### Economics

In this standard, students learn how economies, large and small, function. Supply and demand are covered in depth, and students learn to identify the production, consumption, and circulation of different types of resources in local, state, national, and world economies. Students also learn about employment and personal finance, as well as the influence of economic factors on major historical events.

**Individuals, Society, and Culture:** This standard addresses the influences, causes, and effects of cultural and social factors on human life and history. Students learn to identify themselves as members of various social and cultural groups, and learn to analyze the roles of diverse groups and individuals in history.



Concepts relating to cultural heritage are introduced, and students examine the ways in which science, technology, and the arts have influenced life in their community, nation, and world.

Children pass through a range of social, academic and developmental stages at their own pace. Below are rough guidelines for where your child should be at the end of each grade.

### **Personal and Social Development**

Students develop personal and social skills that enable them to function well within the social setting of the classroom. Children develop a sense of who they are and their capabilities, and establish positive relationships with others, which enables them to effectively participate in class and community and accomplish meaningful tasks. Each student will be given a chance and guidance to develop leadership qualities under the supervision of the class teachers, which will help in bringing a sense of responsibility among them.

### **Ways to communicate and follow us:**

**Facebook page:**

<https://www.facebook.com/pg/Imperial-International-School-Jeddah-369523023179514/posts/>

**Instagram:**

[https://www.instagram.com/imperial\\_international\\_school/](https://www.instagram.com/imperial_international_school/)

**Youtube:**

[https://www.youtube.com/channel/UCXEGt5MGSLGQgRrVf\\_9OL8g](https://www.youtube.com/channel/UCXEGt5MGSLGQgRrVf_9OL8g)

**Snapchat:**

<https://www.snapchat.com/add/dalua82>

**School Site:**

<https://www.imperial-int-school.com/>

**NEW TELEGRAM CHANNELS:**

All what you have to do is to click on the link and (join).

You will be provided with all the important news of your child's class, the weekly plans, quizzes information, and everything which will make it easier for you to follow us.

1- Imperial preschool 2021-22 link:

<https://t.me/imppreschool>

2- Imperial KG1: 2021-22 link:

<https://t.me/iisKGone>

3- Imperial KG2: 2021-22 link:

<https://t.me/iisKGtwo>

4- Imperial Grade 1: 2021-22 link:

<https://t.me/iisgradeone>



- 5- Imperial Grade 2: 2021-22 link:  
<https://t.me/iisgradetwo>
- 6- Imperial Grade 3: 2021-22 link:  
<https://t.me/iisgradethree>
- 7- Imperial Grade 4: 2021-22 link:  
<https://t.me/iisgradefour>
- 8- Imperial Grade 5 Channel 2021-22 link:  
<https://t.me/iisgrade5>
- 9- Imperial Grade 6 Channel 2021-22 link:  
<https://t.me/iisgrade6>
- 10- Imperial Grade 7 Channel 2021-22 link:  
<https://t.me/iisgrade7>
- 11- Imperial Grade 8 Channel 2021-22 link:  
<https://t.me/iisgrade8>
- 12- Imperial Grade 9 Channel 2021-22 link:  
<https://t.me/iisgrade9>
- 13- Imperial Grade 10 Channel 2021-22 link:  
<https://t.me/iisgrade10>
- 14- Imperial Grade 11 Channel 2021-22 link:  
<https://t.me/iisgrade11>
- 15- Imperial Grade 12 Channel 2021-22 link:  
<https://t.me/iisgrade12>

*Academic Principals:*  
*K to Grade 3: Dalia Hamam*  
*Grade 4- 12: Aaisha Saniya*  
*School Director:*  
*Dafal Tawil*