

Canadian International School Administrative Affairs and Admissions Policy

Purpose of the Policy

The purpose of this policy is to establish a clear, transparent, and equitable framework for admissions, registration, grade placement, attendance, and absenteeism at Canadian International School (CIS). It ensures that all school procedures uphold the principles of fairness, inclusion, student wellbeing, and regulatory compliance expected by ADEK and Alberta Education.

This policy seeks to guarantee that every student is provided with equal access to high-quality education in a safe, supportive, and culturally inclusive environment. It also outlines the roles, responsibilities, and expectations of the school, students, and families in maintaining accurate attendance records, supporting continuity of learning, and ensuring compliance with local and international standards. By clearly articulating admissions and attendance processes, this policy promotes accountability, strengthens the school-home partnership, and upholds the school's commitment to nurturing holistic, responsible, and engaged learners.

Guiding Principles

Canadian International School follows these core educational principles:

Equity & Non-Discrimination

Admissions, registration, and attendance procedures are equitable and free from discrimination based on:

- Gender
- Nationality
- Religion
- Culture
- Academic achievement
- Disability or learning needs
- Language or multilingual profile

(Aligned with ADEK PSPR, Alberta Education Diversity & Equity).

Inclusive Education

CIS provides inclusive education for all learners, including students with:

- Mild to moderate learning needs
- Language/communication needs
- Social, emotional, or behavioral needs
- Medical needs

****Severe or complex cases are supported with transparency, documentation, and referral procedures aligned to ADEK guidelines****

Child Protection

Admissions and attendance processes adhere to ADEK Child Protection and Wellbeing Policy requirements.

Admissions at Canadian International School

Non-Discrimination and Fair Admissions

Canadian International School maintains an admissions process that is transparent, fair, and accessible to all students regardless of nationality, gender, religion, culture, language background, disability, or academic achievement. The school is committed to fostering an inclusive learning community that celebrates diversity and ensures equal opportunity for all applicants. This commitment aligns with ADEK standards for non-discriminatory admissions, Alberta Education's equity principles, and the philosophy of inclusiveness and intercultural understanding.

Key Commitments

- Admissions decisions are free from discrimination of any kind.
- Multilingual learners, students of determination, and all cultural groups are welcomed.
- Admission criteria are applied consistently and communicated clearly to families.
- All applicants are treated respectfully and in accordance with child safeguarding principles.

Inclusive Admissions & Inability to Accommodate

Canadian International School proudly accepts students with mild to moderate learning needs and works collaboratively with families to ensure the appropriate level of support is provided. When a student's needs require specialized services beyond the school's capacity, CIS follows a transparent and supportive process to ensure the child's wellbeing and educational continuity. This includes mandatory ADEK notification within seven days, collaborative communication with parents, and documentation of all decisions.

Procedures

- Review of submitted reports by the Inclusion Team prior to placement.
- Detailed explanation to families regarding available school support services.
- If needs exceed the school's capacity:
- ADEK is notified within the required 7-day timeline.
- Parents receive written documentation explaining the limitation.
- Support is provided in seeking an appropriate placement.
- All cases are documented in alignment with ADEK and Alberta Education

Admissions Assessment and Placement Tests

At Canadian International School, we want every child to start their learning journey in the place where they will feel confident, supported, and successful. To help us understand each student's strengths and needs, we conduct class-based or curricular-readiness assessments after an application is submitted. These assessments help us get to know your child better and decide how we can best support them from the very beginning, while ensuring our inquiry-based approach is suitable for your child's learning needs.

Our approach follows the requirements of ADEK and Alberta Education, which emphasize fairness, inclusion, and equal opportunities for every child.

How assessments are used:

- To understand your child's academic background
- To identify their language and communication needs
- To learn about their learning style, interests, and strengths
- To find the right class placement so they can thrive
- To determine whether additional support (such as English language or learning support) will help them get the best start
- They are not scored or used to rank children
- They are not used to deny admission
- There is no pass or fail

What to Expect

Our assessments may include:

- A short conversation or play-based activity
- A reading or writing task
- A math or problem-solving activity
- A language activity for students who speak English as an additional language

For younger children, the assessment may look more like play. For older students, it may look more like a classroom assignment. In every case, our teachers are gentle, encouraging, and focused on making your child feel welcomed and comfortable.

How We Use the Information

The results help us:

- Place a child in the right class
- Plan appropriate learning support or extension activities

- Identify English language needs early
- Create a smooth transition into our school community

CIS welcomes students of all backgrounds, languages, and abilities. We celebrate diversity and believe that every child has the right to a high-quality education. No child is ever denied admission because of an assessment or because they require additional support.

If a child has specific learning needs, our Inclusion Team works closely with families to understand how we can best support them at school.

Waiting List and Offer Procedures

Canadian International School maintains a fair, transparent, and well-structured waiting list process to ensure equal opportunity for all applicants when grade levels reach capacity. The school believes that families deserve clarity regarding their child's status during the admissions cycle, and therefore provides consistent communication, updates, and clear criteria for prioritizing applicants. This approach aligns with ADEK's requirement to publish admissions procedures and Alberta Education's emphasis on transparency and family partnership.

Offer letters issued to families clearly outline the acceptance terms, validity period, required documentation, and withdrawal conditions, ensuring that parents can make informed decisions. CIS also ensures that all admissions and waiting list procedures are publicly accessible via the school website, supporting openness and accountability.

Procedures

- A structured waiting list is maintained for all oversubscribed grades.
- Priority is given to:
 - siblings of currently enrolled students
 - children of CIS staff
 - returning CIS students
 - date of completed application

Families receive written communication confirming waiting list placement.

- Offer letters include:
 - a validity timeline (7 days)
 - registration and document submission requirements
 - fee payment deadlines
 - withdrawal or deferral conditions

Documentation & Registration

The registration process at Canadian International School is designed to ensure that all mandatory records are collected and maintained in accordance with ADEK regulations and international best practice. Accurate documentation supports student wellbeing, safeguarding, and continuity of education, while also ensuring compliance with eSIS requirements and legal expectations in the UAE. CIS takes great care to collect, verify, and securely store all essential documents before enrolment is confirmed.

The school works closely with families to guide them through the registration process and ensures that parents understand their obligations related to documentation accuracy and timely submission. All records are handled confidentially and updated regularly to maintain compliance with ADEK and Alberta Education expectations for accurate student data with an emphasis on safe and ethical record-keeping.

Required Documents

CIS collects all ADEK-mandated documents, including:

- Emirates ID (student and parent)
- Passport and visa copies (student and sponsor)
- Birth certificate
- Transfer certificate (attested where required)
- Previous school reports
- Medical and vaccination records
- Clinical, psychological, or specialist reports (if applicable)

Additional Compliance Requirements

- Signed parent consent forms for assessment, media use, and data sharing
- Clear process for submitting clinical reports to the Designated Learning Professional (DLP)
- Responsibilities for eSIS updates assigned to the Registrar
- Timely updating of student information when changes occur
- Confidential handling of all records, consistent with data protection expectations

Grade Placement & Age Cut-Offs

Canadian International School follows the age-grade placement requirements established by the Abu Dhabi Department of Education and Knowledge (ADEK). These guidelines ensure that all students are placed in developmentally appropriate grade levels and that age alignment remains consistent across all private schools in the Emirate. This alignment also supports smooth transitions between schools, both within the UAE and internationally.

ADEK's regulations establish specific cut-off dates depending on a school's academic calendar. As CIS follows a September start, the standard cut-off date for determining grade placement is 31 December. This means a child must meet the required age for their grade on or before 31 December of the academic year in which they enrol.

In situations where families are transferring from schools that operate on different calendars (such as April, March, or January starts), CIS provides flexible, supportive guidance to ensure continuity of learning and appropriate placement for each child. The school reviews official school records, curriculum structure, and age alignment to ensure the transition is smooth and compliant with ADEK's approved tables.

Any request for acceleration, retention, or exceptions to age placement must follow ADEK procedures and requires formal ADEK approval before a final decision is made.

Grade Placement Guidelines

- CIS follows ADEK Table 1 for age-grade alignment (**KG1 to Grade 1 placements only**).
- **Standard cut-off for September-start schools: 31 December.**
- Children must be the required age (4, 5 or 6 years old) on or before the cut-off date.

Considerations for International Transfers

When a family transfers from a school with a different curriculum or start date (e.g., Indian, Japanese, Australian, or South African systems), CIS will:

- Review the student's official school records
- Consider the previous grade and age of the child
- Apply ADEK's cross-calendar placement rules
- Ensure the placement supports academic continuity and wellbeing
- Communicate clearly with families about the placement rationale

Exceptions and ADEK Approval

CIS may consider exceptions in rare circumstances, such as:

- Acceleration for a child demonstrating advanced cognitive, academic, and emotional readiness
- Retention if additional time in the same grade is in the child's best interest
- Unique cases involving international relocation or curriculum mismatch

All exceptions must be:

- Supported by the school's educational team

- Discussed thoroughly with parents
- Documented with evidence
- Submitted to ADEK for approval
- Finalized only after ADEK issues written authorization

Parent Communication

Parents will receive:

- Clear explanations of grade placement decisions
- A summary of relevant ADEK regulations
- Advice regarding long-term academic pathways and curriculum equivalency
- Written confirmation of placement prior to registration

Transition for New & Transferring Students

Canadian International School is committed to ensuring that all new and transfer students experience a smooth and supportive transition into the school community. Effective transition practices promote student wellbeing, academic continuity, and emotional stability, key expectations of ADEK and Alberta Education's Welcoming, Caring, Respectful Learning Environments (WCRL). The school recognizes that students arriving from different curricula, languages, or cultural backgrounds may require additional support.

To support these learners, CIS provides orientation programs, homeroom integration support, curriculum explanations for parents, and advisory communication regarding grade equivalency and course pathways. When students transfer from another UAE school, CIS ensures that eSIS records are updated promptly and that academic and pastoral information is shared appropriately.

Transition Support Procedures

- Review of all transfer records through eSIS prior to placement.
- Parent briefing sessions explaining CIS curriculum (Alberta/ADEK).
- Guidance for families on curriculum differences and equivalency impact.
- Student orientation activities, including school tours and classroom integration.
- Homeroom teacher follow-up during the first weeks of attendance.
- Support from the counselor for students transitioning mid-year or from international curricula.
- Timely communication with previous schools to ensure continuity of learning.
- Early identification of language, academic, or social-emotional support needs.

Attendance Policy

Canadian International School recognizes that regular, punctual attendance is essential for academic success, wellbeing, and the continuity of learning. This policy defines how attendance is recorded and monitored, outlines the responsibilities of the school and families, and ensures full alignment with the requirements of ADEK and Alberta Education. Attendance is recorded daily in the eSIS system, and all absences must be justified and documented in accordance with regulatory expectations.

Daily eSIS Reporting Requirements

CIS strictly adheres to ADEK expectations for attendance tracking.

The school must:

- Record all student attendance daily in eSIS
- Update attendance data by 9:00 a.m. each morning
- Mark absences as authorized or unauthorized based on documentation
- Upload supporting documents (such as medical certificates) to a student's eSIS file
- Update attendance categories immediately upon receiving parent communication

eSIS is the official student attendance record used for inspections, promotion decisions, and compliance reporting

Authorized Absences

Authorized absences are those justified by acceptable documentation and approved according to ADEK guidelines. Canadian International School ensures that all authorized absences are accurately recorded and supported with timely documentation.

Authorized absences include:

1. Illness

- Parent note accepted for up to 3 consecutive days
- Licensed medical certificate required from Day 4 onward
- ADEK allows a maximum of 12 medical days per academic year
- Medical certificates must be submitted within 5 school days of the absence

2. Medical or Therapy Appointments

- Includes hospital, clinical, specialist, therapy, or vaccination appointments
- Requires appointment card or stamped confirmation

3. Bereavement

- First-degree relatives: up to 3 days
- Second-degree relatives: up to 1 day

- Additional days require the principal's approval

4. Official Government Appointments

- Immigration, embassy, police, or court appointments
- Official documentation required

5. Religious Holidays

- As recognized by the UAE government
- Requires prior notification from parents

6. School-Sanctioned Activities

- Educational trips, competitions, events, or approved field engagements
- Marked as present in eSIS

7. ADEK-Approved Travel or Exceptional Circumstances

- Approved on a case-by-case basis
- Requires documented justification and school leadership approval

Unauthorized Absences

An absence will be considered unauthorized when:

- No justification or documentation is provided
- Parents do not respond to absence follow-up
- The student is absent for travel without ADEK approval
- The child fails to attend after warnings
- Documentation is submitted late beyond acceptable timelines
- "Study at home" days not approved by CIS or ADEK
- Early departures that exceed 50% of the school day

Continued unauthorized absences contribute to educational risk status and may impact promotion decisions

Mandatory Follow-Up for Unreported Absences (Within 2 Hours)

In line with ADEK Child Protection and Attendance Regulations, Canadian International School must follow up within 2 hours of the school start time for any unreported absence.

Procedure

1. Parents are required to notify the school before 7:30 a.m. if their child will be absent.
2. If a student is absent without notification:

o The school attempts to contact the parent/guardian within 2 hours.

3. If no response:

o Follow-up communication is escalated to the Registrar, Counselor, or School Leadership.

4. If the child's location or welfare cannot be verified:

o The case may be escalated in accordance with ADEK Child Protection procedures.

This process ensures the safety and wellbeing of all students.

Illness-Related Absences

CIS follows ADEK's strict guidelines for illness reporting:

Documentation Requirements

- Parent note required for 1–3 days
- Medical certificate required from day 4
- Certificate must be from a licensed UAE physician
- Only 12 medical days may be counted as authorized

Reasons for Exceeding 12 Days

Exceptional medical circumstances may be approved if supported by:

- Hospitalization
- Chronic illness
- Long-term treatment plans
- Medical reports certified by a hospital or specialist

****These cases are managed through the Inclusion Team and documented in eSIS****

Punctuality

Punctuality is essential for student learning and classroom routines. CIS expects all students to:

- Arrive by the official school start time
- Report to the reception or office if arriving late
- Proceed to class with a late slip after being registered

Repeated lateness will result in:

- Parent notification
- Review by the Counselor or Grade Lead
- Inclusion in the Educational Risk process if attendance or punctuality affects learning

Attendance Monitoring & Reporting

Canadian International School follows strict ADEK guidelines for monitoring student attendance to ensure early identification of learning disruptions and educational risk. Attendance is recorded daily, updated in eSIS by 9:00 a.m., and monitored closely throughout the year.

In addition to daily recording, CIS must report students who exceed 5% absence as a “Cause for Concern”, as mandated by ADEK. This early-warning threshold allows the school to intervene before attendance issues become chronic or impact a student’s academic progress and wellbeing.

Attendance Recording Requirements

- Teachers record homeroom attendance by the designated time each morning.
- The Registrar updates and verifies attendance entries in eSIS daily.
- Documentation for authorized absences is uploaded promptly and attached to the student’s eSIS file.
- Late arrivals and early departures are also logged in eSIS.

Threshold 1: 5% Absence — Cause for Concern

- Initial warning letter issued
- Parent meeting may be requested
- Attendance monitored weekly

Threshold 2: 10% Absence — At Risk

- Student formally identified as an Educational Risk
- Meeting with Counselor/Inclusion/Leadership
- Attendance Improvement Plan (AIP) initiated
- Tracking and reporting entered into eSIS

Threshold 3: 15% Absence — High Risk

- Escalation to Senior Leadership Team
- Possible referral to ADEK for support
- Strong intervention measures applied
- Promotion/progression may be impacted

Reporting Expectations

- Cases of 5%, 10%, and 15% absence levels are documented and reviewed during internal meetings.
- Attendance concerns are included in ADEK inspection reports and compliance submissions.
- All interventions, communications, and follow-ups are logged in eSIS in alignment with ADEK PSPR.

Educational Risk Interventions

Canadian International School is committed to ensuring that all students have the opportunity to achieve academic, social, and emotional success. When a student's attendance falls to levels that may compromise their progress, the school identifies the child as being at Educational Risk, following ADEK's required thresholds and intervention expectations. The goal of the educational risk process is not punitive; rather, it ensures that students receive timely, targeted support and that families are engaged as partners in restoring consistent attendance. Interventions are proactive, documented, individualized, and managed through a multi-disciplinary team including the Counselor, Inclusion Department, Homeroom Teacher, and Senior Leadership, reflecting ADEK's whole-child and safeguarding approach.

Educational Risk Intervention Procedures

- A formal Attendance Improvement Plan (AIP) is developed, outlining clear expectations, targets, timelines, and follow-up dates.
- Parents are required to attend a meeting with the Counselor or Leadership Team to discuss underlying issues and agree on the intervention plan.
- The school evaluates contributing factors such as anxiety, medical needs, learning challenges, transportation issues, or family circumstances.
- Teachers collaborate to adjust assignments, learning expectations, or support strategies to help the student catch up academically.
- The Inclusion Team becomes involved if attendance is linked to learning needs, emotional regulation challenges, or behavior support requirements.
- The Counselor may conduct individual or small-group interventions to address wellbeing, motivation, or emotional concerns affecting attendance.
- Weekly or bi-weekly reviews are held to monitor improvement and adjust the plan as necessary.
- All interventions, communication logs, and follow-up notes are recorded in eSIS, ensuring compliance with ADEK's inspection standards.
- Persistent cases may be escalated to ADEK for guidance or additional support, as required by policy.

When Attendance Does Not Improve

- If a student continues to demonstrate chronic absenteeism despite interventions, CIS escalates the case to Senior Leadership.
- CIS may recommend additional external services (e.g., clinical support, specialized assessments) where appropriate.
- In accordance with ADEK regulations, unresolved chronic absenteeism may lead to a recommendation for withdrawal only after the required warnings, documentation, and ADEK approval.

Withdrawal & Expulsion for Excessive Absences

Canadian International School follows ADEK's strict regulations regarding withdrawal and expulsion due to chronic absenteeism. Withdrawal is considered a last-resort measure and is only initiated when a student's repeated unauthorized absences demonstrate a persistent pattern of disengagement that significantly disrupts their learning and wellbeing. The school prioritizes holistic support, implementing multiple interventions and family engagement strategies before any formal withdrawal recommendation is made. ADEK mandates a structured warning process and requires that all actions be fully documented in eSIS.

No student may be withdrawn or expelled for attendance reasons without explicit, written approval from ADEK, ensuring full transparency, fairness, and safeguarding of student rights.

Conditions for Withdrawal:

A student may be recommended for withdrawal only when:

- 10 continuous unauthorized absences, OR
- 15 non-continuous unauthorized absences

The school must follow ADEK's exact escalation pathway:

Required Warning Sequence:

1. First Warning Letter
2. Second Warning Letter
3. Final Warning (Third Letter)
4. Meeting with Leadership
5. Documentation uploaded to eSIS
6. ADEK Approval must be obtained before final action