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## **WELCOME**

### **1. Welcome to RENAD ACADEMY from the Director Sherri Miller**

Welcome to Renad Academy! We are so happy to have you join our very special school. We hope you feel at home here and know we are always here to help support your journey as a parent and to educate your child so that he can be as successful as possible in his future life.

We are very eclectic in our approach to educating our children. We use a variety of strategies and curriculum to support each student's growth, ensuring all approaches are research based and individualized to each student. Our staff are highly trained in the ACE program, an online ABA program, to individually teach each student the communication, academic and attending skills they require. We also use TEACCH to reinforce their visual capabilities

Renad Academy provides families with parent training to ensure each family learns about Autism and how it specifically relates to their child, as every child experiences Autism differently. Our families are provided a variety of parental trainings by both international experts and our own Renad Academy staff. Parent Trainers work diligently with each family in their unique role and, as an outcome, the children are supported not only in school, but also in their home. We are very proud to be able to provide this service to our parents as it is critical to student success.

Please know we are always available to support you in any way we can. Feel free to call us and make an appointment when you feel our support is needed.



## **2. Message from the Principal Matt Campion**

Renad Academy is an incredible place where students flourish. Each student learns many new skills and conquers challenges. Through the dedication and support of the whole school community, we open up new possibilities for our students.

Many precious memories are created here; listening to stories, communicating, greeting staff, smiling, learning how to swim, singing, being creative, learning to ride horses, performing in front of parents, working hard in classes, interacting with each other and becoming more independent, to just name a few.

Parents here at Renad support their children in so many ways, by attending many meetings, being part of trainings, watching their children perform and taking part in whole school celebrations.

We so look forward to watching the progress your child makes with us. Here at Renad, anything is possible.

## **3. Mission Statement**

Inspiring children with Autism Spectrum Disorder to reach their full potential, engaging their families and educating the community.

Qatar Foundation opened Renad Academy for students with Autism in 2016 to support children and families impacted by this condition. Our vision is that Renad Academy provides education and specialized services to students, training and support to parents and establishes for the community a center of best practices for people with



ASD. When it is complete and at capacity, it will provide education to children ages 3-21 years of age experiencing Autism.

Renad provides all aspects of education for its students, using evidence-based practices such as Applied Behavioral Analysis, Discrete Trial Training, Early Start Denver Model, and Structured TEACCH in one-to-one and small group settings. Specialized services including Speech-Language Pathology, Occupational Therapy and Behavior Modification are integrated throughout the student's day. A thorough assessment of each student's strengths and needs is performed by a School Psychologist, Special Education Teacher, Occupational Therapist and Speech-Language Pathologist and a report provided to the parents.

In addition to education and assessment, ongoing training is provided to the families and care-takers of the children both at Renad Academy and in their home. This is a critical service provided as families need support to care for their children in a way which will ensure the best possible outcome. At Renad, parents are able to watch instruction taking place and be coached in how to effectively work with their children by our trained staff. We are proud providers of the EarlyBird Programme, which provides intensive training over 8 weeks to small groups of parents. We also provide intensive, individualized training to enhance the family's relationship with their child, opening new paths, new connections, and allowing those who need to rely on us to do so.

In time, it is our aim to become recognized by the community as a place where they can learn about Autism and find the resources to support people with this condition. We serve the community to increase their understanding and acceptance of Autism through licensed trainings, so that they may provide Autism Friendly venues. We are here to support the advancement of services to people with Autism throughout Qatar. We freely share our knowledge and passion so that all who are seeking services may receive the very best practices to date and may be able to freely access the community.



## **4. SCHOOL PROCEDURES**

### **4a. Admission procedure**

Entry to all age groups in Renad Academy is by admissions committee selection after a screening with the child and parent has occurred. This procedure is designed to assess the suitability of the applicant for the Academy, both academically and socially. There is no other means of entering the Academy at any level. Renad Academy is open to selected students of all nationalities with a priority for Qatari students.

The minimum age for admission to the Preschool 3 class is three years of age, prior to 1st September of the school year for which the child is to be enrolled. This age rule applies to all the classes. E.g. five years of age prior to 1st September for Kindergarten.

Parent completes online admission:

Parents apply for admission using the online application developed by Qatar Foundation. Parents are to include in the application all previous medical and assessment documentation. These applications will be reviewed by an admissions team which includes an Admissions Officer, Administrator, Special Education Teacher, Speech-Language Pathologist, Occupational Therapist, and School Psychologist.

Screening Interview and Child Observation:

If the child meets minimum criteria on the application, the parents will be contacted to attend a screening session. During that time, parents will meet with a staff member so they may provide further information regarding their child's skills while the child is provided an opportunity to play and interact with a teacher and specialists. Observational data of the children will be gathered by staff during this time.





#### Decision:

Once observations are completed, the admissions team will meet and determine if there is enough evidence that the child will benefit from the program provided at Renad Academy. Children falling in the mild-moderate range of Autism and who have displayed the prerequisite skills to learn utilizing Applied Behavior Analysis and visual systems will be selected for admission. Parents will then be contacted to share the results from the screening and the status of their child for entry (admitted, on waiting list, or not admitted).

#### Home Visit:

If the child is accepted as a student at Renad Academy, a parent trainer will contact them to set up a home visit. At this home visit, more detailed information is gathered from the parent, the teacher begins to establish a relationship with the student and parent's questions are answered. A school tour is arranged for the parent and child to visit Renad prior to the child beginning to attend.

#### **4b Student Arrival and Departure times**

Preschool 3 - 7:30 am to 10:30 am OR 11.00 am to 2.00pm

Preschool 4 and Kindergarten - 7:30 am to 12:30 pm

1<sup>st</sup> grade upwards 7:30 am to 1:00 pm

All children will be dismissed early every Tuesday at 11:00 am



#### **4c Student Attendance**

School begins at 7:30 a.m. The attendance policy of Renad Academy is based on the concept that good attendance is a prerequisite to behavioral, social and academic success. Please refrain from returning from holidays after school begins or from taking your child out of school early for vacations, holidays etc. When parents anticipate that their child will be out of school for an extended time due to illness, they should inform the office. When both parents are away from Qatar, they must contact the School Secretary to inform the school as to who will be the guardian of their child and how the parents may be contacted in the case of an emergency.

Minimum attendance is set at 90% of the enrolled school days. This does not include extenuating health concerns or a family emergency. Should your child's absences reach 10% of the school days, you may be sent a letter reminding you of the attendance policy. If further absences occur, you may be asked to find another school to attend to make space at Renad for a family more committed to their child's success.

#### **4d Excuses for Absence**

After an absence, the student must submit a note to the school secretary outlining the absence. Sick leave of more than 2 days requires a doctor's certificate.

Parents must phone the school before 7:10 a.m. if their child will be absent. A note in advance for a planned absence is preferred. Students arriving after 7:40 am are recorded as tardy—3 tardies equals 1 absent day. Reasons for absence do not include transportation, bad weather or your child not sleeping well.



#### **4e Early Withdrawals**

If parents need to pick up their child early from school for any reason, please pre-arrange with the secretary and parent trainer in advance so we may prepare your child for this change.

#### **4f Dress Code**

Renad Academy does not adhere to a strict dress code as our students vary in their ability to tolerate certain clothing items or fabric. We expect children to be dressed in a way appropriate for the culture and able to be comfortable and move freely without restriction. Younger children may require a change of clothes be kept at school in case they become dirty or wet. All clothes should allow children to engage in sand and water play, without concern for clothes becoming soiled.

#### **4G Uniform**

At Renad Academy, we have created uniforms to support the social bonding of students in the school. We hope that all students will wear the uniform, but understand that some children may have sensitivity to clothing or find it difficult to wear new clothing items. We are happy to work with you to encourage your child to wear the uniform, but it is not mandatory. Please let us know if you have any special requests or needs regarding the uniforms. Please ensure all uniform items have your child's name on them. All items of clothing are available in the school uniform shop. Please check with the uniform shop at 4039 0264 if you have any queries.



#### **4I Supplies and Materials**

All textbooks are supplied by Renad Academy. If a textbook or library book is lost, students are expected to pay for the replacement text or library book. Renad Academy provides necessary basic supplies at the start of the school year.

#### **4J Prohibited Articles**

We are not able to allow knives, guns, personal electronic devices (phones, iPads), falcons or swords into our school to ensure a safe environment for all students.

#### **4k Food and Drink**

As many of our children require special dietary provisions, we do not adhere to strict food and drink guidelines. However, if we find that you are sending a food or drink item that is not suitable for either your child or the classroom, we will contact you.

#### **4L Gifts**

It is Qatar Foundation policy that staff are not to receive gifts valued over 200QR. While we appreciate the generosity of our parents, if you wish to give a gift, a toy or book for the children in the classroom is encouraged.



## 5. Curriculum Framework

As a school specialized for individuals with autism, we provide a holistic educational experience, while meeting the individual needs of our students. We strongly believe in engaging students to make connections with the world around them in both meaningful and enriching experiences. At Renad Academy we do this by providing an Individualized Learning Plan for each student, thematic learning units throughout the year, and community-based instruction.

<b>Renad Academy Curriculum Framework</b>		
Individualized Learning Plan	Units of Learning	Community Based Instruction

### *Individualized Learning Plan*

At Renad Academy, each student is provided with an individualized Learning Plan. At the beginning of each school year a range of assessments and observations are conducted in order to create a meaningful Individualized Learning Plan. The plan consists of two sections. The first section is student information and the second is student goals.

<b>Part 1: Student Information</b>	<b>Part 2: Individualized Yearly Objectives (Areas Depending upon student needs)</b>
<ul style="list-style-type: none"> <li>● What people say they most like and admire about me</li> <li>● What I like and need in my life to stay happy</li> <li>● Favorite Activities</li> <li>● Relationships and play</li> <li>● Languages familiar to me</li> <li>● Training received by Parents</li> <li>● Understanding how to communicate with Me</li> <li>● Understanding how I commun</li> <li>● Essential Routines: At school, mealtimes, toileting, travelling outside of school, at home, things to avoid where possible</li> <li>● What I need to stay happy and safe</li> <li>● Characteristics of the best people to support me</li> <li>● Areas that I need you to focus on at the moment</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-academics</li> <li>● Math</li> <li>● Reading</li> <li>● Writing</li> <li>● Fine/gross motor</li> <li>● Sensory</li> <li>● Receptive/Expressive Communication</li> <li>● Behavioral</li> <li>● Social Skills</li> <li>● Self-Help</li> </ul>



## *Units of Learning*

At Renad Academy we provide a range of thematic based units to engage our students with fulfilling learning experiences. For Pre-3 and Pre-4 classrooms that have four units spread across the school year with each unit lasting for an eight-week period. In kindergarten to grade 5 we have six units spread across the school year with each unit lasting six weeks.

### Pre-3 and Pre-4

- All About Me, My School, My Family, and My Culture
- Creativity and Expressing Myself
- The Earth, Animals, and My Surroundings
- People in my Community and Transportation

### KG-Grade 5

- All About Me
- Our Communities
- Our Identity and Culture
- Creativity and Expressing Ourselves
- The Earth and Our Environment
- How the World Around Us Functions

## *Community-Based Instruction*

For community-based instruction our students are provided with at least six opportunities throughout the school year to go on a trip to locations related to their current unit of study. This provides the opportunity for skills to be generalized to community settings, and for our students to experience and learn in a real-life setting.

## 5a Standards and Assessments

At Renad Academy we believe in intertwining academics and skills related to autism progress throughout the school day. This allows for skills to be applied and generalized to multiple learning contexts and environments. In terms of standards, we focus on the individual level of each student and then identify the next steps for them to take in terms of their learning.

Elementary Standards	Subject Areas
B-Squared	<ul style="list-style-type: none"> <li>● Mathematics</li> <li>● English</li> <li>● Science</li> <li>● PSHE</li> <li>● Computing</li> <li>● Physical Education</li> <li>● Communication</li> <li>● Social Interaction</li> <li>● Flexibility of Thought</li> <li>● Emotional Regulation</li> </ul>



Autism Curriculum Encyclopedia (ACE)	<ul style="list-style-type: none"> <li>● Academic Skills</li> <li>● Self-Help Skills</li> <li>● Communication Skills</li> <li>● Transitional Skills</li> <li>● Social Skills</li> <li>● Community Skills</li> <li>● Vocational Skills</li> <li>● Leisure Skills</li> <li>● Discrimination Skills</li> </ul>
American Education Reaches Out (AERO)	<ul style="list-style-type: none"> <li>● Math</li> <li>● English Language</li> </ul>

### 5b Reporting

There will be a total of two reports that will go home to parents throughout the school year. There will be a mid-year report, and a final report. Areas that are reported on include: skills acquired and areas for development for each of the subject areas that the student takes part in. This is a collaborative document where the classroom teacher, speech and language pathologist, occupational therapist, physical education teacher, music teacher, and Arabic and Islamic studies teacher will provide information regarding the progress of your child.

Additionally, information about the progress of each student's Individualized Learning Plan goals will be discussed. Progress will be reported using the following terminology:

- *Encountered:* (The student has "experienced" the skill but hasn't actively engaged in the task).

- *Gaining Skills and Understanding:* (The student has had the chance to do the skill on their own, no physical support and only a minimal prompt. They may only need a couple of prompts to get them started, or to make sure they complete the task. The student may even achieve the task, but not yet demonstrated the skill across three consecutive sessions).
- *Mastered:* (The student can achieve the skill, they have demonstrated the skill consistently i.e. minimum of 3 different occasions and you are confident they can do it).

### **5c ABA**

Applied Behavior Analysis (ABA) is the use of techniques and principles derived from the scientific study of behavior. At Renad Academy we rely on several evidence-based behavioral strategies to motivate and teach our students. Some ABA strategies we use include discrete trial training, functional behavior assessments, preference assessments, and contingency management to help our students reduce challenging behaviors and increase appropriate behaviors.

### **5d TEACCH**

"Structured TEACCHING" is an array of teaching or treatment principles and strategies based on the learning characteristics of individuals with ASD, including strengths in visual information processing, and difficulties with social communication, attention, and executive function. In response to this profile of strengths and challenges, Structured TEACCHing includes:

1. External organizational supports to address challenges with attention and executive function
2. Visual and/or written information to supplement verbal communication
3. Structured support for social communication



Structured TEACCHing is not a curriculum, but instead is a framework to support achievement of educational and therapeutic goals. This framework includes:

1. Physical organization
2. Individualized schedules
3. Work (Activity) systems
4. Visual structure of materials in tasks and activities

The goal of Structured TEACCHing is to promote meaningful engagement in activities, flexibility, independence, and self-efficacy. We integrate Structured TEACCHing strategies into other evidenced-based practices.

### **5e Arabic and Islamic Studies**

The Renad Academy Arabic language program enables students to:

- Develop an increasing level of competence in all aspects of Arabic language reading, writing, speaking, and listening
- Develop an understanding of and respect for Arabic culture, customs, language and people with particular reference to Qatar

The Arabic language program at Renad Academy includes:

- Arabic language classes beginning in Grade 1
- A specifically designed curriculum to suit the needs of RA students
- Qualified specialist Arabic language teachers

Renad Academy Islamic Studies Program enables students to develop an increasing level of understanding of Islam such as:



- The Holy Quran
- The Pillars of Islam
- Principles, beliefs and rituals

## **6. SPECIALISTS**

### **6a School Psychologist**

The School Psychologist at Renad Academy provides support in assessing individualized student needs and to help the student succeed academically, socially, emotionally, and behaviorally. He or she provides direct assessment, intervention, and support to students and works with school teams and administrators to improve school-wide practices. The School Psychologist also collaborates with parents, teachers, administrators, and other professionals to provide our students with an individualized plan so that they can participate in academic and non-academic activities in a safe and supportive learning environment. Additionally, the School Psychologist provides a comprehensive Psycho-Educational Assessment to ensure that students' needs are identified and met.

### **6b Speech and Language Pathologists**

Speech-Language Pathologists assess and evaluate each child's communication skills and implement a therapy program to meet speech and language needs. The primary goal is to support the development of speech, language, and communication skills in a holistic setting supported by a team.

### **6c Occupational Therapist**

Occupational Therapy services and interventions help students participate fully in school. Occupational therapy practitioners use evidence-based strategies and design

strength-based interventions to support and ensure student participation in the classroom and other areas of the student life by enhancing sensory-motor, fine and gross motor abilities, self-regulation skills and social participation.

Occupational therapists are also responsible for the provision of accommodations, adaptive equipment and environmental modifications to facilitate student learning. They also conduct detailed initial and ongoing assessments to identify student functioning levels and monitor progress.

#### **6d Nurse**

The nurse works collaboratively with students, parents, teachers, and other schools and community professionals to remove the health barriers to learning.

This includes:

- evaluating students illness
- emergency care and first aid
- administering medication
- identifying health problems
- prevention of illness



## **7. PARENT SUPPORT SERVICES**

We provide key comprehensive services for families to support their children to reach their fullest potential and have the best possible outcome. A variety of support options are provided for parents and care-takers through home visitations, one-to-one sessions, seminars, training and parent gatherings. Support groups for siblings and other family members will also be available for families to support their journey with raising a child with autism.

A team of professionals provide parents with an understanding of their child's needs and model techniques used at school to incorporate in the home environment. We are available to answer questions and concerns parents have regarding their home life, such as communication, behaviors and social interactions.

### **7a Home Visitations and Support**

Qualified professionals will conduct an initial home visit at the start of each academic year for new students. Families can request additional visitations based on the needs of the family and child. During home visits, professionals can help implement new routines, set up visual schedules and specifically target behaviors that require more intense assistance.

### **7b One-to-One Sessions**

One-to-one sessions are more personal sessions between professionals, parents and/or caregivers at school. These sessions are designed to coach, model and teach parents specific strategies that are being used during the school day so that they may be duplicated at home. Every household has unique needs and our goal is to tailor these sessions to support each family's individual needs.

### **7c Seminars for Parents**

Parent seminars are available for families to learn about the characteristics of autism their child is experiencing. Seminar topics will include improving speech and communication, developing social skills, toileting needs and managing challenging behaviors. Training sessions are held in the form of group sessions on campus.

### **7d Structured Play Sessions**

Playing appropriately with toys and interacting with others can often be challenging and uncomfortable. A structured play session is a professional led coaching session involving you, your child and a staff member from your child's class. These sessions are designed to teach you how to interact with your child so that they make eye contact appropriately, wait their turn, share, engage with another child and play with toys in a functional way.

### **7e Group Training Topics**

- What is Autism Spectrum Disorder
- Behavior
- Supporting the Communication Development of my Child
- Daily Routines
- Supporting Sensory Differences
- Supporting the Social Interactions of my Child
- Using Visuals
- Strategies that Work

- Reducing Repetitive and Obsessive Behaviors
- Supporting your Care-Takers
- Accessing Community Services

### **7f Individual Trainings for Parents and Care-Takers**

- Observation of Academic Instruction followed by direct coaching
- Observation of Speech Therapy followed by direct coaching
- Observation of Occupational Therapy followed by direct coaching
- Modeling and Practice Creating and Using Visual Systems
- Modeling and Practice Implementing Behavioral Strategies
- Parent Requested Training

### **7g Home trainings**

- Setting up Visual Systems
- Providing Choices
- Picture Exchange Communication System
- Potty Training
- Sleeping Habits
- Eating Habits
- Obsessive Habits



- Sensory Issues

## **7h Parent Training Programs**

- EarlyBird
- EarlyBird Plus

EarlyBird and EarlyBird Plus Programs are prepared by the National Autistic Society, which is the UK's leading charity for autistic people and their families. Their goal is to help transform lives, change attitudes and create a society that works for autistic people. These programs are running by licensed trainers by the National Autistic Society. EarlyBird is aimed at parents and carers of autistic children under five years old. While EarlyBird Plus is aimed at parents and carers of autistic children aged 4 and under 11 years old.

EarlyBird/ EarlyBird Plus Programs are three-months programs for parents/carers of young children with autism spectrum (AS). The programs combine training sessions and individual home visits where videoing is used to help parents combine theory to practice.

The aims of the programs are:

- To empower parents/ carers.
- To support families in the period between diagnosis and school placement.
- To help establish good practice in these very important early years of development.



These programs will help you understand your child's autism; get yourself into your child's world, make contact, and find ways to develop interaction and communication; and develop understanding of your child's behavior and how to use structure to support them.

Early Bird/ EarlyBird Plus in Qatar are managed by a group of experienced, trained professionals in coordination with consultants from the British National Society for Autism Spectrum in the United Kingdom.

Before the start of each program, we announce for an introductory meeting. During the introductory meeting we provide parents and caregivers with more information about the program and then they can register. We work with six families at a time. Two places are allocated to each family. Parents will have a weekly commitment of a two-and-a-half-hour training session, home visit and to ongoing work with their child at home.

Parents comments from previous courses:

"Whilst there is no magic wand, EarlyBird is the closest thing you could wish for"

"The knowledge we have gained has given us more confidence to analyze problems and hopefully prevent them rather than lurching from one crisis to another"

## **8. COMMUNICATION BETWEEN SCHOOL AND HOME**

Renad Academy believes that maintaining good communication between the school and parents is critical to student success. Phone calls, notes, and e-mails are welcomed and encouraged. Teachers and specialists are normally available to take telephone calls after school and parents are welcome to make an appointment to meet staff after school.



Another important link can be made during home visits. Home visits are organized with each family by the parent trainer on an individual basis before the child starts school and throughout the year as required. If you would like additional home visits, please contact your parent trainer.

In addition to these valuable informal arrangements, you can expect several other formal approaches to communication.

### **8a Home Communication Books**

Home/school communication books provide a daily link. Teachers will write in these books on a regular basis to share information with parents. The books will be sent between home and school in each child's backpack. The parents are encouraged to write messages and responses back to the teacher in these books. These are especially important for non-verbal children. Parents are expected to check the book each evening to see if the teacher has written information to them and then replace the notebook into the backpack for safe keeping.

### **8b Parent-Teacher Meetings**

Meetings are opportunities for parents and teachers to discuss individual student growth and needs. Every effort is made to coordinate conference times to accommodate work commitments and other conferences for siblings. Parents can schedule a conference with the teacher any time during the year with appropriate notice. It is an expectation that parents will attend all school meetings/conferences regarding their child's progress.



### **8c School updates and information**

General information regarding all Renad Academy students and their families will be communicated via email and/or SMS to parents. Personal telephone calls from the Renad secretary may also be used to follow up with parents.

### **8d Confidentiality**

The privacy of our children and their condition is of utmost importance to us. We keep each student's medical records and admissions file in a locked filing cabinet. We also only share information within the school with other adults who need to know the information so that they may better engage with the child and/or understand their needs. We do not share any information regarding the children with anyone outside the school.

Parent Trainers acquire permission at the beginning of each school year regarding the parent's approval of sharing of photography within and outside the school.

## **9. CAMPUS SAFETY**

### **9a Safeguarding**

All staff will complete Level 1 safeguarding training before working with students. This will be renewed on a 3-year cycle. Additional and more advanced safeguarding training will be provided every academic year.

The Child Protection Officer (CPO) for Renad Academy is Matthew Campion (Principal). The Deputy Child Protection Officers are Sherri Miller (Director); Matthew Keal (Assistant Principal); Niall Lawlor (Outreach and training coordinator); Joseph Norton (Curriculum coordinator) and Christina Roberts (Educational Psychologist).



The staff follow a clear safeguarding procedure which ensures that any concerns that are raised within the school are addressed promptly and with the necessary level of confidentiality.

### **9b Fire Drills**

Fire drills are carried out regularly. Each teacher is aware of the fire drill protocol. In the event of fire, or a fire drill, the evacuation procedures allow each student to be cleared from the building as quickly as possible with minimal disruption to the school day and student well-being. As our students often show sensitivity to loud sounds and flashing lights, we teach our children specifically about this procedure so they do not fear fire alarms.

### **9c Personal Items**

Students should not bring toys or games unless requested by the classroom teacher; since play items are supplied by the school for students to use at break and lunch times.

Personal stereos, computer games and mobile telephones are not permitted in school and will be confiscated unless requested by the classroom teacher.

Jewelry should be kept to a minimum as children may be harmed if another child pulls on their jewelry.



## **9d Campus Visitors and Guests**

All guests and visitors are welcome to visit Renad, however, they are required to first report to the school secretary and sign in at the security desk at the front entrance. As changes to a child's schedule, such as a parent arriving during the school day, can be difficult for our children, we request that you arrange all visits through the parent trainers so we may prepare your child for your visit.

## **9e Vehicle Safety**

Safety of students and staff is a high priority of the school. While parents are responsible for student transportation to and from campus, patience and care are needed when picking up or dropping off students. Cautious, courteous and attentive driving practices by everyone are expected. Can we please ask that drivers refrain from honking their horn as this level of sound can unsettle our students.

The delivering and collecting of students is a busy time, but one that can be free of danger if diligence and the adherence to and support for established safety procedures are followed. Remember that the safety of your child is our main concern; any minor inconvenience this may cause is regrettable, but secondary. Please note: all Renad Academy students are expected to wear a seat belt upon arrival and departure. Instruction from the security guards present must be followed.



## **10. MEDICAL PROCEDURES**

### **10a Nurse Services**

We have a full time nurse at Renad who works with parents, teachers and students. The nurse provides us with a service to evaluate students, administer emergency care, first aid and identify health problems. She acts as a conduit for parents to access appropriate health care in Qatar for their child with Autism.

### **10b Medical Records**

Health records are essential in helping to monitor and follow the health of students throughout their learning years. At the beginning of the school year the nurse will send a medical history form for the parent to complete. In addition, the school requires a copy of the child's immunization record.

Medical records of each student are kept in the nurse's room and handled confidentially. A list of students with a medical history is given to the child's teacher to help them provide the best possible care while at school. Please feel free to discuss any medical issues with the nurse.

### **10c Medical Appointments**

If your child has a medical appointment during school hours, please inform the class teacher with a note or a telephone call to the school office at 4454 1984.

## **10d Medications**

The school nurse maintains strict and safe medication administration procedures for the safety and well-being of the students. Parental consent is required for any medication given at school. Students should not be in possession of or self-administer any medication. Medication must be administered by the school nurse and accompanied by a prescription indicating the correct dose. The nurse keeps all the medications safe and locked. All medication must be dropped in the nurse's room by the parent, guardian or nanny before class starts.

## **10e Hot Days and Windy Days**

During hot weather the students will not be allowed to play outside on the playground area when the temperature reading in the shaded area is 35 degrees Celsius and above at 10 a.m, as per the Supreme Council of Health. The same diligence will be taken when the weather is too windy.

Also, children are not permitted to play outdoors during dust storms to prevent respiratory tract infection. If your child is especially prone to asthma or other respiratory issues, we are happy to keep them inside during other times. Please notify the nurse if this is the case.

## **10f Sick Students**

Prevention and control of contagious diseases is a responsibility shared by the parent, school and community. If your child is sick, please do not send them to school so as not to infect other students. In addition, give your child the adequate amount of time to recover from illness to insure they are ready to learn. Sick children will be sent home. The following guidelines will be used to determine when children can return to school:

- Children with upper respiratory tract infection should stay at home until the acute phase is over (24-48) hr.





- Children should be free of vomiting and diarrhea for 24 hours before returning to school.
- Children should be free of fever at least 24 hours before returning to school without the aid of fever lowering medication.
- Children with conjunctivitis and itching should stay at home for the acute phase (24-48) hr.
- Children who have head lice should remain home until all nits are removed, 3 days.

### **10g Special Dietary Needs and Healthy Food**

If your child has an allergy or other special dietary needs, please inform the nurse and supply a doctor's certificate outlining the allergy.

Part of our school curriculum is educating our students about a balanced and healthy diet so they can keep themselves healthy and well. We are aware that children with autism often have particular and specific likes and dislikes when it comes to their diet. However, we ask that you support us as best you can in sending your child to school with food that avoids foods such as chocolates, sweets and processed food.

### **10h Birthdays and Class Parties**

Renad Academy encourages healthy food practices. Birthday cakes and party bags are to be pre-arranged with the parent trainer and teacher. Teachers will recognize and celebrate birthdays appropriately within the classroom. Class parties of any type must be pre-arranged.

## **11. BEHAVIOR AND GUIDANCE SYSTEM**

Children with Autism Spectrum Disorder have difficulties recognizing the social significance of many situations and are therefore unable to use social cues to guide their behavior. This means that a high percentage of our pupils with autism will display inappropriate or antisocial behavior, which besides being socially unacceptable may also inhibit their learning. Often problem behaviors are the only means our children have of communicating their needs, feelings and desires. These behaviors can include harming themselves or harming others and will vary from child to child as to the reason the child is behaving in such a manner.

For these reasons any behavior modification program must take into account the communicative purpose of the behavior and an alternative means of communication must be sought. Because of the nature of Autism, it is essential that inappropriate behaviors are identified and addressed immediately so that they can be extinguished rapidly using a calm and consistent approach by all staff.

Our goal at Renad Academy is to always maintain safety for both the child and staff at the school. We have undergone specialized training to ensure each child, no matter the severity or length of the behavior, will be treated with care and compassion and in a safe manner. In addition to specialized training for all staff regarding safe handling approaches, we have a psychologist trained to determine contributing factors to behavior and determine approaches to reduce or replace the behavior with something more appropriate.



### **11a Assessment:**

A Functional Behavior Assessment will be completed by the School Psychologist for each child exhibiting behaviors not easily explained to determine the cause of the concerning behaviors. This assessment will be based on teacher and parent input, observation, and individual standardized assessment, when appropriate.

### **11b Behavior Intervention Plan:**

From the Functional Behavior Assessment, a Behavior Intervention Plan will be created for the child. The concerning behavior and cause will be identified and a plan to either reduce or replace the behavior will be outlined. The School Psychologist will review the plan with the parent and instructional staff and train them in the process of reducing the behavior through the use of research based methods suitable for children with Autism. Data will be kept on the outcomes of the implementation of the behavior plan, compiled regularly, reviewed by the child's instructional team and specialists and revised as needed to support the child's behavioral success. Information will be shared personally with the parents each quarter and provided on the report card twice each year. If the severity of the behavior warrants more frequent communication with the parent, a communication plan will be created to ensure the parent is knowledgeable and gives input to reducing the behavior.



## Parent/Guardian Engagement Agreement

Child's name:

Child's age:

Father's name:

Mother's name:

Phone number:

Phone number:

Email address:

Email address:

Once completed, please send a scanned copy of this agreement directly to [nanabtawi@qf.org.qa](mailto:nanabtawi@qf.org.qa)

On behalf of myself and family, I, .....,hereby acknowledge, understand, and agree to the standards in this Parent Handbook and will adhere to the expectations of the school. For example ensuring my child's daily and termly attendance is within the accepted guidelines.

I also acknowledge that throughout the school year there will be occasions where I/We are expected to attend meetings - such as ILP meetings and Parent Teacher meetings. Attendance at these meetings is mandatory and failure to attend these meetings may result in the placement being reviewed as might my child's attendance.

Signed:.....

Dated:.....