



Middle School Parent – Student Handbook 2019-2020



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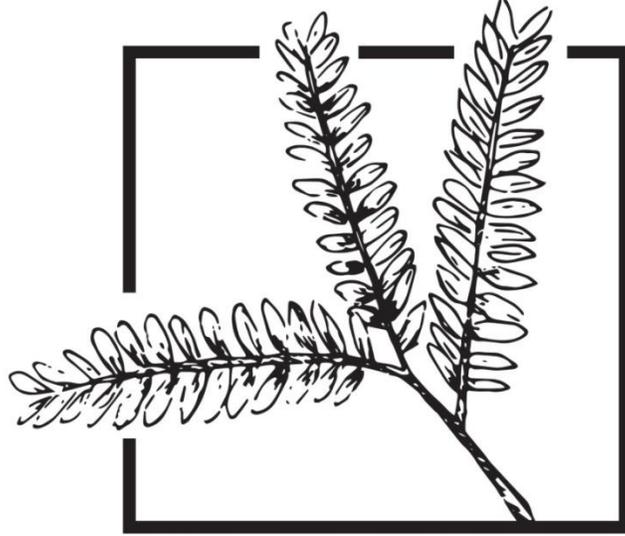
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عام التسامح YEAR OF TOLERANCE

“The only valid criterion for judging man’s merit, regardless of his faith, is his good actions. Being truly religious means fulfilling the true message of your own faith by leading a moral and good life that brings joy, comfort and peace to those around you.”

Sheikh Zayed Bin Sultan Al Nahyan



A Message from the Head of Middle School

Welcome to the 2019-2020 school year!

At Sharjah American International School- Dubai, we take the safety and security of our students and staff very seriously. I ask that parents and students take a moment and review the SAIS Middle School Student Handbook for important information about students' responsibilities and rights, and our school code of conduct.

One of our guiding priorities is creating a climate where students feel welcome and valued, so that they can do their best. The SAIS Middle School Student Handbook provides information about our expectations for student behavior and steps we will take when issues arise. In addition, the handbook describes how SAIS fosters character development and promotes positive student behavior. Great care has been taken to ensure that the behavioral and discipline policies of Sharjah American International School are consistent and in the best interest of student learning and well-being.

Our commitment to you is providing safe and orderly learning environments for each of our students through proactive and comprehensive staffing, policy, equipment, technology, and training. We all have a role to play in keeping our students and school safe. I look forward to working with you to support a positive and productive learning environment for every student in every classroom.

Ms. Leila Chammas

Head of Middle School

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Introduction

Sharjah American International School offers many educational opportunities to prepare its students to be globally competitive and prepared for their chosen college and/or career path. The academic, career, social, and emotional needs of all students are best met when there is cooperation and support among the school staff, students, and parents. This *Student Handbook* is designed to help students understand their rights, responsibilities, and the behavioral expectations so that they can enjoy learning in a safe and orderly environment.

Every school develops its own routines, regulations, procedures, and expectations for student conduct based on the school system's *Code of Student Conduct*. In maintaining positive behavior, each student is expected to adhere to the school's code of conduct; follow all routines, regulations, and procedures included in the school's progress plan; and behave appropriately.

MIDDLE SCHOOL BELIEFS

The Sharjah American international School Middle School beliefs come from the mission statement and are guided by the school core values. We will aim to instill a passion for learning, tolerance, and peace and teamwork through multicultural understanding.

The SAIS Middle School will aim to:

- ✓ Challenge students to be analytical, critical, and reflective thinkers.
- ✓ Meet the needs of the whole child through academic, social, and physical challenges.
- ✓ Inspire an appreciation of community on a local and global level.
- ✓ Provide an enjoyable and supportive learning environment.
- ✓ Improve attitudes and behaviors through productive and independent decision-making.
- ✓ Promote the desire for lifelong learning
- ✓ Encourage self-expression within the limit of our school standards of personal conduct. All members of the community are expected to respect the rights of others and to acknowledge responsibility for their own actions.

SAIS Middle School Philosophy

- ✓ We create an atmosphere of trust which enables children to question, to take risks, to collaborate, to assume responsibility for independent work and to pursue individual interests.
- ✓ We promote, teaching and respecting one another in a diverse student body from cultures throughout the world, and we create a learning climate that fosters peace, justice and global understanding.
- ✓ We believe that the diversity of our student body provides the foundation for creating involved global citizens in our rapidly changing world. We make the effort to appreciate and even celebrate our differences.
- ✓ We respect children's individual differences. We aim to recognize their inherent capacity for growth, plan activities and provide an environment that helps shape learning.
- ✓ We recognize that each student learns differently. We provide a wide range of learning opportunities for our students and encourage them to be active participants in their educational plan.
- ✓ We explore, as much as possible, all the cultures that this world has to offer and at the same time not only investigate our differences but also realize our common oneness.
- ✓ We encouraged our students to explore their interests and strengths and to develop their own distinct, individual personalities in order to inspire them to expand their way of thinking.
- ✓ We believe that quality education is provided through building bridges of trust, communication and common goals between the home and school.

School Guiding Statement

2019-2020

Vision: As a member of the SAIS Group of schools, our Vision is to be well recognized internationally and fully trusted locally.

We will be well recognized internationally for:

Delivering measurable and benchmarked outcomes

1. Maintaining active status of affiliations and accreditation with American and internationally recognized school accreditation associations
2. Striving to be effective members of the Global Community
3. Preparing students to be creative innovators and responsible entrepreneurs
4. Respecting the diversity of the school community

We will be fully trusted locally for:

1. Complying with all legislations and operational requirements set for licensed private international schools in Dubai
2. Being a valued member of the local community
3. Building constructive and effective partnerships with all stakeholders
4. Delivering holistic education services to all students
5. Preparing students for prestigious higher education opportunities and securing admissions to colleges and universities worldwide
6. Supporting our teachers and staff members with adequate professional development opportunities
7. Preserving the UAE local identity and culture throughout all school practices and policies
8. Considering the multilingual nature of the school community at most where almost all students are English Language Learners

Mission:

To provide an internationally recognized American curriculum based on Common Core State Standards/CCSS, Next Generation Science Standards/NGSS, and the California State Education Framework. SAIS-D strives for excellence and innovation in education and is committed to preparing students, both academically and socially, to be creative problem solvers and career and college ready. SAIS-D appreciates the cultural diversity of its multilingual community and instills a culture of mutual understanding and international mindedness that empowers students to be passionate, innovative, and productive citizens in an ever-changing global society while embracing the cultural values, beliefs and aspirations of the UAE.

Our Beliefs

We value:

- **International Mindedness:**
 - Creating more successful citizens in a global context by offering education that promotes mutual understanding and respect, involved and responsible in local community initiatives, and aware of international concerns.
- **Innovation:**
 - Developing ideas and thinking skills to stimulate creativity, resourcefulness and problem solving
- **Team Work:**
 - Raising successful achievers as individuals and effective members of multicultural teams
 - Developing leadership qualities and team management skills
- **Integrity:**
 - Always doing what is right.
- **Tolerance:**
 - Respecting the nationality, race, gender and color of others

- **Right to learn and Freedom of Choice:**
 - Providing all children with the right to access education and learn based on their abilities, preferences and choices
 - Providing students with appropriate guidance and support based on their individual needs and abilities to enable them to achieve their full potential.
- **Equity:**
 - Ensuring access to learning experiences that promote a sense of belonging as well as challenging levels of academic and social engagement
- **Personalization:**
 - Empowering various abilities in disabilities

School Day Schedule

Sunday to Wednesday		
High and Middle School	Elementary	KG
7:40 - 7:55 National Anthem and Registration Time	7:40 - 7:55 National Anthem and Registration Time	7:40 am - 1:00 pm
<u>Period 1</u>	<u>Period 1</u>	
8:00 - 8:45	8:00 - 8:45	
<u>Period 2</u>	<u>Period 2</u>	
8:50 - 9:35	8:50 - 9:35	
<u>Period 3</u>	Break 9:35 - 9:55	
9:40 - 10:25	<u>Period 3</u>	
Break 10:25 - 10:45	10:00 - 10:45	
<u>Period 4</u>	<u>Period 4</u>	
10:50 - 11:35	10:50 - 11:35	
<u>Period 5</u>	Break 11:35 - 11:50	
11:40 - 12:25	<u>Period 5</u>	
Break 12:25 - 12:40	11:55 - 12:40	
<u>Period 6</u>	<u>Period 6</u>	
12:45 - 1:30	12:45 - 1:30	
<u>Period 7</u>	<u>Period 7</u>	
1:35 - 2:20	1:35 - 2:20	

Thursday		
High and Middle School	Elementary	KG
7:40 - 7:45 National Anthem and Registration Time	7:40 - 7:55 National Anthem and Registration Time	8:00 am - 1:00 pm
<u>Period 1</u>	<u>Period 1</u>	
7:50 - 8:30	7:50 - 8:30	
<u>Period 2</u>	<u>Period 2</u>	
8:35 - 9:15	8:35 - 9:15	
<u>Period 3</u>	Break 9:15 - 9:35	
9:20 - 10:00	<u>Period 3</u>	
Break 10:00 - 10:20	9:40 - 10:20	
<u>Period 4</u>	<u>Period 4</u>	
10:25 - 11:05	10:25 - 11:05	
<u>Period 5</u>	Break 11:05 - 11:20	
11:10 - 11:50	<u>Period 5</u>	
Break 11:50 - 12:05	11:25 - 12:05	
<u>Period 6</u>	<u>Period 6</u>	
12:10 - 12:50	12:10 - 12:50	
<u>Period 7</u>	<u>Period 7</u>	
12:55 - 1:35	12:55 - 1:35	
<u>Period 8</u>	<u>Period 8</u>	
1:40 - 2:20	1:40 - 2:20	

Moral Education and Homeroom HALP

(Homeroom Advisory Leadership Program) Time

In this academic year 2018-2019, we had introduced moral education and have taken this subject very seriously. In the moral education class, students are exposed to a number of important pillars of moral education which help in the development of student character. Moral education is a part of character education and helps in modeling good character through development of wisdom and good judgment to make reasoned decisions, understanding of others regardless of race, gender, ethnicity, disability, national origin and religion, and demonstration of pride in oneself and others by doing the best for self, family, school, and community and by respecting the achievements of others. Finally good character is also established through the exhibit of personal and academic integrity through honesty, expressing beliefs in appropriate ways, and working to one's full potential. In addition to the lessons taken in the moral education periods, homeroom teachers reinforce all this information in their daily 15 minute routines during the homeroom **HALP** time. Students are reminded of the school rules and other significant matters related to their educational paths are discussed. Seating plans are put in place and advise is offered.

Electives

Since student voice and freedom of choice is appreciated at Sharjah American International School, electives have been created for students to select and get the opportunity to enjoy a subject of their liking and choice. A wide and rich range of electives have been designed to meet the needs of students with differing learning styles and preferences.

The electives range from math to art and music. Every student can find an elective to best suit his/her learning preference and ability. The electives are listed below:

- French Language/ German Language
- Business Etiquette
- Art /Music
- Artificial Intelligence
- TED Talks
- Reading & Writing RW 100
- Model United Nation

- Science & sustainability
- Creative Writing
- Innovation in Quran & Sunnah
- Marketing & Technology (7&8 only)
- Cyber Security/Engineering
- Athletics

Students' Responsibilities and Rights

The following is a list of areas under which students have responsibilities and rights.

- Responsibility of Attendance and Punctuality
- Responsibility of Nondiscrimination
- Responsibility of Free Speech and Expression
- Responsibility of Dress Code and Appearance
- Responsibility of Use of Technology
- Responsibility of pool, gym and playground use
- Responsibility of conduct in Hallways

Responsibility of Attendance

Sunday to Thursday: (Grade 1 to Grade 12: 7:40 am – 2:20 pm)

Absenteeism and Tardiness affect the school's ability to provide effective educational services; Students who are consistently absent or late disrupt the learning experience of other students. Parents, students and the school must work together to improve and maintain high attendance rates. All students are expected to be present in the classroom for the HALP time before the national anthem (7:45 am). Students who are coming after 7:45 am but before 8:00 am can join the classroom, but they will be marked as tardy by the homeroom teacher on the attendance sheet.

Students coming after 8:00 am will not be allowed to join the classroom for the first period; they will be marked tardy on the attendance sheet and they will join the class at the beginning of the second period (8:50 am) after they get a late slip from the Hallway Supervisor.

Responsibility of Nondiscrimination

Students are responsible for respecting the personal, civil, and property rights of others. SAIS-Dubai has a commitment to maintaining an educational environment where racism and intolerance, including discrimination on the basis of race, color, religious creed, national origin, gender identity, disability, marital or civic union status, homelessness or age, are not tolerated.

SAIS-Dubai prohibits discrimination, including all forms of harassment and hate crimes, as well as retaliation, of/against any of its students, as such conduct is contrary to the mission of the school and its commitment to equal opportunity in education.

Responsibility of Free Speech and Expression

Students are given the right to express themselves freely; however, they are held responsible and accountable for controlling their conduct while exercising their rights to expression. Students' expressions can neither infringe upon the rights of others nor disrupt the classroom or school procedures.

Students are also responsible for recognizing the rights of others to have opinions that may differ from their own.

Responsibility of Dress Code and Appearance

The student dress code is intended to outline acceptable standards for student dress during the school day and during other school-sponsored activities and events in order to preserve a safe and orderly environment that is conducive to learning. Students will wear attire in a manner that supports a healthy and safe learning environment. Thus school uniform is obligatory and must be fully adhered to. There will only be exceptions based on medical or written excuses which are released by the head of school.

Appearance must be respectable and orderly. Personal Hygiene and cleanliness is of utmost importance and will be followed closely by section supervisors and homeroom teachers. Hair and nails should be regularly trimmed and clean. School uniform should be clean and in proper shape. Make up is strictly prohibited. Accessories and jewelry are prohibited. The use of nonalcoholic deodorants and/or body refreshers are allowed and encouraged especially during days where students attend physical education classes.

Responsibility of Use of Technology and the Internet

Students shall be responsible for the appropriate use of SAIS technology and will be subject to disciplinary action for any violation of the *Technology Acceptable Use Policy*. Students are required to be safe, secure, and responsible digital citizens when using SAIS technology and/or networks. As an SAIS student,

I am responsible for:

1. My language. I will be polite and use appropriate language in my e-mail messages, online postings, and other digital communications.
2. How I treat others. I will not create or communicate abusive, harassing, bullying, libelous, obscene, offensive, profane, threatening, discriminatory, or illegal messages.
3. Respecting the intellectual property rights of others. I will obey copyright laws. I will not plagiarize or use another's work without proper citation and permission.
4. My student-authorized computer account and all activity conducted through my account(s). I understand that my user name and passwords are private and they should not be shared with anyone. I understand that it is important to log off of the computer at the end of every session so another user cannot use my password.
5. My use of the SAIS network. I will use SAIS resources responsibly and will not search, retrieve, save, circulate, display, upload, post, e-mail, transmit, or otherwise make available any hate-based, offensive, or negatively explicit images, language or the files that generate such images or language.
6. Protecting the security of the SAIS network. I will not attempt to bypass security settings or Internet filters or interfere with the operation of the network by installing or downloading unauthorized software, games, programs, files, electronic media, or stand-alone applications from the Internet or from any other sources.
7. Protecting school property. I understand that vandalism is prohibited. This includes, but is not limited to, accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resource. I understand that I need the authorization from a school administrator or teacher to use personal electronic devices or memory storage devices that I bring to school.
8. My conduct on all online sites. I understand that what I do on social networking Web sites should not negatively affect the school learning environment. I will not use Internet tools such as discussion boards, chat rooms, and instant messaging, for personal rather than educational purposes.

All student users shall be subject to the student technology acceptable use policy and implementing rule and school procedures when using SAIS technology and networks. Violations may result in loss of access to SAIS technology and/or networks and disciplinary action.

Responsibility of pool, gym and playground use

Students are expected to abide by all pool and gym safety procedures outlined by their teachers and/or administration. *All students are required to participate in pool and gym class periods as part of the enriched American curriculum.* The playground is a place where students have the right to rest, chat with friends and walk around to exercise before and after classes. Running in the playground is strictly prohibited. Littering is also prohibited and students are required to pick up litter and keep their school premises clean.

Responsibility of conduct in Hallways

The hallways are expected to be kept clean and quiet. Students are required to walk quietly and in orderly fashion through the hallways in order to maintain peace and safety. When proceeding to designated classes, students are required to move directly to their classes and refrain from disturbing others and causing chaos.

Responsibility of lockers

Each student has a locker allocated to him/her upon arrival at **SAIS**. The student is required to purchase his/her own lock .If a lock is lost or misplaced the students is required to purchase a new lock. **SAIS does NOT take responsibility for lost/stolen items; this includes money, mobile phones, other electronic devices, texts and/or clothing, etc.**

The following is a list of areas under which students have rights.

- Right to Student Voice, Opinion and Choice
- Right to Student Governance
- Right to Extracurricular Activities
- Right to Private Property
- Right to Library Use
- Right to Innovate
- Right to Science Lab
- Right to Prayer Room
- Right to a Safe Learning Environment

Right to Student Voice, Opinion and Choice

Students have the right to freedom of speech and peaceful assembly, but speech and behavior that is disruptive can be prohibited.

It is the right of a student journalist to determine the news, opinion, feature and advertising content of school sponsored media, under the supervisions of a teacher.

Students' right to assemble is subject to school authorities setting reasonable limits regarding the time, place, and manner in which students may assemble.

Students have the right to symbolic forms of expression to the extent that the symbolic expressions do not substantially disrupt school activities.

Students have the right to choose their own electives provided the choice is appropriate to their academic level and need.

Right to Student Governance

Students have the right to organize and promote a form of student government that is acceptable to the majority of students in the school. All academically eligible students have the right to seek and hold office and vote in student elections. Students are eligible to seek or hold office if they have at least a 3.0 grade point average (80%-89%) and more than one year of prior schooling at SAIS. First and second semester report cards determine continued eligibility.

Subject to the required procedures and approval by school officials, school-sponsored student organizations and clubs may conduct activities on school property. Each organization's activities must be open to all students.

Students are responsible for using school facilities safely, responsibly, and in accordance with school system procedures.

Right to Extracurricular Activities

Students have the right to participate in school-sponsored extracurricular activities and shall not be excluded on the basis of race, color, gender, ethnicity, English language learner status, disability. A school organization has the right to establish criteria, including conduct and achievement for membership, provided such criteria are relevant to the purpose and activities of that group.

Student organizations and clubs must be approved, conducted, planned and supervised by school staff, and students may not engage in illegal or discriminatory practices. Membership on teams, performing groups, publication staffs, and other school-sponsored clubs shall be available without membership charge to students.

Students have the right to participate in interscholastic athletics at the middle school level. School authorities have the right to establish and maintain minimal standards of achievement and conduct for participation in these athletics and competitions. Extracurricular activities schedule will be shared at the beginning of each semester with timings and prices included.

Students have the right to go on regular field trips. Field trips are academic activities that are held off school grounds. There are also other trips that are part of the School's co-curricular and extra-curricular program. The Student Code of Conduct applies to all field trips. In order to best serve as a positive example of SAIS, students must wear the school PE uniform during school trips. While the school encourages students to participate in field trips, alternative assignments will be provided for any student whose parent does not give permission for the student to attend. Students who violate school rules may lose the privilege to go on field trips. Parents will also need to sign a consent form to attend the activity. Without the permission slip, students will not be able to attend and will stay in school with designated assignments.

Right to Private Property

Students have the right to maintain personal property at schools subject to reasonable searches of students and their possessions on school premises or school-sponsored trips.

Students shall not possess any items prohibited under federal or state laws and regulations and/or SAIS policies and rules.

A teacher may be designated by the Head of School to conduct a reasonable search of a student at school-sponsored activities if he or she has reason to believe that the student has an item, the possession of which constitutes a threat to the safety that particular student or his/her peers. The search must be made in the presence of a third party (staff member).

Desks, lockers, and storage spaces, which are provided to the student, are the property of SAIS. The student is allowed to use these apparatuses throughout the academic year. An administrator may make a search of the physical plant of the school and its appurtenances, including student desks, lockers, and storage spaces at any time.

Right to Library Use

Every student has the right to use the school library for reading and research purposes. Library rules must be followed carefully and library property should be used and preserved with care.

LIBRARY USE RULES

Borrowing

- Students may borrow up to two books; one in English and one in Arabic.
- Books are due one week from checkout date.
- Students may renew a book by bringing it to the librarian for renewal.
- Books must be returned to the library in order to be checked IN-returning them to the classroom or having them in a backpack/bag does not mean they have been returned to the library.

Overdue Books

- Overdue notices are sent home with students through their Supervisors, after an item is overdue. Please check your child's bag or notebook for the notice.
- Overdue books should be returned as soon as possible.
- The school does not charge a late fee for overdue books.

Lost and Damaged Items

- Items are considered LOST when they are 1 month or more overdue.
- You will be charged the replacement cost for lost or seriously damaged items.
- A notice stating the replacement cost will be mailed home to parents/guardians when the item is 1 month overdue.
- Students may not borrow additional items from the school library until the cost for the damaged/lost item is paid. This will continue to the next school year if not paid during the current school year.

Right to Innovate in the STEM LAB

Students are encouraged and enticed to visit the STEM Lab where they practice their right to investigate, innovate and create. The students are accompanied by their science and ICT

teachers to practice innovative ideas and produce new state-of-the-art constructions. Students in grades 6 and 7 use the STEM labs as part of their academic curriculum.

Right to Science Lab

It is every student's right to use and innovate in the science lab at SAIS. The science lab is a vital part of the science curriculum and students are encouraged to visit and use it vigilantly. However, correct use of the lab and safety rules are a must. Each student will be provided with the science lab rules at the beginning of the academic year. Lab coats are required to be worn every time the students enter the science labs.

Right to a Safe Learning Environment

The relationships between students and staff at Sharjah American International School must be of a professional nature. Staff members may not exploit teacher/student relationships at any given time.

Students have the right to participate in all school and classroom activities in environments free from bullying, harassment, or intimidation. School staff members are responsible for educating students about bullying, harassment, and intimidation; for investigating incidents of bullying, harassment, and intimidation; and for establishing interventions, supports, and consequences of such behaviors.

When situations of bullying or harassment occur, students are encouraged to complain to and seek support from any staff member they feel safe to turn to. Investigations are held and offensive behavior is dealt with according to the school code of conduct and disciplinary policies. No case is left unresolved and so student is left unattended to. Safety is a top priority at SAIS.

Students have the right to a safe learning environment. Students may use wireless communication devices (WCDs) before and after school. Use of WCDs, except approved laptops at any other time is prohibited and they must be powered completely off (i.e. not just placed into vibrate or silent mode). Students are personally and solely responsible for the care and security of their WCDs. The School assumes no responsibility for theft, loss, damage or vandalism to WCDs brought onto its property, or the unauthorized use of such devices. Parents/ guardians are advised that the best way to get in touch with their child during the school day is by calling the school office. Students may NOT use school phones to contact parents/guardians during the school day. For more information on WCDs, please see our school's technology policy.

Academics

Electives

Since student voice and freedom of choice is appreciated at Sharjah American International School, electives have been created for students to select and get the opportunity to enjoy a subject of their liking and choice. A wide and rich range of electives have been designed to meet the needs of students with differing learning styles and preferences.

Every student can find an elective to best suit his/her learning preference and ability. The electives are listed below:

- Young Journalist
- French Language/ German Language
- GateWAY Course
- Business Etiquette
- Art /Music
- Artificial Intelligence
- TED Talks
- Reading & Writing RW 100
- Model United Nation
- Science & sustainability
- Creative Writing
- Innovation in Quran & Sunnah
- Marketing & Technology
- Cyber Security
- Engineering
- Athletics

DOK's

Every student has a certain level of ability and the school remains loyal towards providing each and every student his/ her right to a challenging education. Assessment questions are divided into different DOK levels. DOK stands for Depth of Knowledge and is a revised version of the Bloom's Taxonomy. There are 4 levels of DOK.

DOK 1 - recall and reproduce

DOK 2- skills and concepts

DOK 3- strategic thinking/reasoning

DOK 4- extended thinking

Questioning in tests and quizzes range from DOK 1 to DOK 4 depending on the objectives and standards being covered in the specific assessment.

External Testing

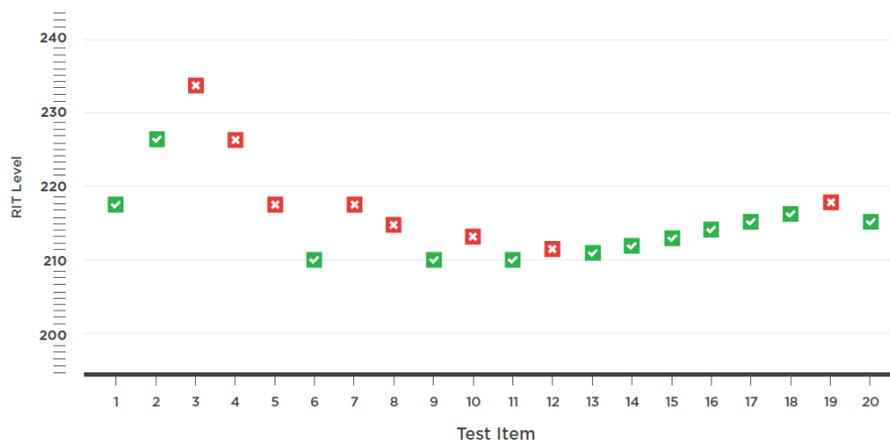
As part of the National Agenda 2021 and to follow through with KHDA mandates, throughout the school year, teachers will administer the MAP (Measure of Academic Progress) to our 6th, 7th and 8th graders. These assessments give teachers and parents valuable information about students' progress towards meeting grade level benchmarks. New students in middle school will take the CAT4 (Cognitive Abilities Test: 4th Edition) to measure how best students can learn and their academic potential. Refer to the school's calendar for testing dates. The Arabic ABT test will be administered to the 6th, 7th and 8th grade students twice per year to monitor student level and progress.

Parent's Guide to MAP Growth

Children learn better—and faster—when teachers have a clear picture of what each student knows and is ready to learn next. That's why a group of educators and researchers founded NWEA®, a not-for-profit organization that has created some of the most trusted and reliable assessment solutions available. More than 9 million students in the US and in 145 countries worldwide use MAP® Growth™.

How it Works

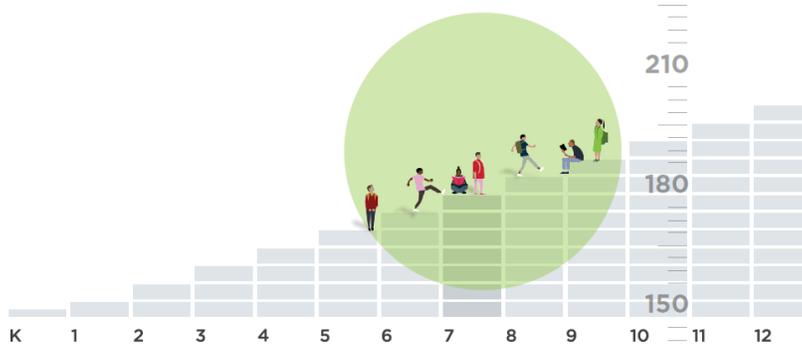
MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.



MAP Growth begins with a question at each student's grade level and adjusts the level of difficulty based on individual performance.

What it Measures

MAP Growth uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child’s progress throughout the school year and across multiple years. Once your child completes a MAP Growth test, they receive a RIT score.



The RIT scale precisely measures student performance, regardless of whether they’re performing on, above, or below grade level.

The Results: Your Child’s RIT Score

RIT scores have the same meaning across grade levels. If a fourth-grade student and an eighth-grade student have the same RIT score in reading, then they are testing at the same level in that subject.

You can use your child’s RIT score to help them meet their goals. For example, students can enter their RIT scores into our college explorer tool to see which colleges and universities they’re on track to enter. You can also check out online resources that use RIT scores to provide students with book recommendations and web-based exercises, such as yourreadingpath.com and khanacademy.org.

“MAP Growth is important because it allows my teacher and me to see how much I know and my percentile growth. In math, my score used to be 227 (70th percentile), but it is now 240 (87th percentile). I didn’t know I was capable of so much growth, but in the end I was.”

**Kayla, 6th grade
Santa Ana, CA**

COMMON QUESTIONS

How do schools and teachers use MAP Growth scores?

Teachers can use the score to inform instruction, personalize learning, and monitor the growth of individual students. Principals and administrators can use the scores to see the performance and progress of a grade level, school, or the entire district.

Can MAP Growth tell me if my child is working at grade level?

Yes, but please note that MAP Growth scores are just one data point that teachers use to determine how a student is performing. Please discuss any questions that you have about your child’s performance with your child’s teacher.

How often will my child take MAP Growth tests?

Most schools give MAP Growth tests to students at the beginning, middle, and end of the school year (in the fall, winter, and spring). Some schools choose to administer tests only twice a year.

What are norms?

NWEA provides schools with norms every three years. This is anonymous data from more than 10 million students around the US. Knowing the top, middle, and bottom scores of all these students combined allows teachers to compare where your child is to other students and help them grow. In addition to US norms, NWEA provides comparison data for private, English-medium, accredited international schools using MAP Growth outside the USA.

Grade 8 Graduation

Students of grade 8 celebrate their success of grade 8 requirement completion with a graduation ceremony presented in their honor. The graduation ceremony takes place at the end of the academic year and is attended by students, parents, administrators and visitors. A proper dress code is required for this occasion and students are awarded certificates.

Promotion, Acceleration and Retention

Promotion to the next grade (or level) is based on the criteria found in the SAIS Parent Contract.

Counseling Service at SAIS

Every student has the right to feel safe and well in school. At SAIS student wellbeing is one of our primary priorities. To ensure that we are catering the needs of our students academically and socioemotionally, we have two in school full time counselors who can meet up with and support all our students. Counselors can see students during the students' two recesses.

At SAIS we have a holistic view of the student and value the educational, social and personal needs of each student. SAIS middle school counselor collaborates with students, parents, teachers and administrators to support a positive school experience. Other roles of the SAIS middle school counselor includes leading the Middle School Student Council program, leading school-wide pastoral care initiatives, individual counseling, welcoming new students and their families, and advising with course selection.

Initially, concerns about academic performance and behavior should be addressed with any related teachers. After this step, concerns may be referred to the Head of Middle School. The counselor can also work with the teachers in this matter before taking any issue to the Head of School.

The counseling program strives to support the academic, social and emotional development of the students. Programs such as information on bullying and peer relationships, communication and conflict resolution, making constructive choices and developing core values are addressed by the counselor on an ongoing basis throughout the school year.

Home/ School Communication

In order to make communications transparent, best-practice procedures are in place to insure parent questions/concerns are addressed in the most effective way. If a parent has a question/concern regarding a particular class, the first point of contact is the relevant classroom teacher. If, after speaking with the teacher, the parent still has concerns or questions that have not been addressed; they should then schedule an appointment with the Head of School. The Head of School will then determine if further appointments are necessary to be made with a Counselor, Head of Department or Principal.

Parent/ Teacher Conferences

There are four formal parent/teacher conferences scheduled throughout the year which are used to report and discuss each child's academic, social and emotional progress. Informal conferences, e-mail and telephone conferences are encouraged whenever teachers or parents have concerns. The Head of School and the counselor are always available for conferences. Parents may phone to schedule an appointment. We encourage regular home and school contact, but suggest that parents begin the discussion with the person most closely related to the subject. Parents should feel free to call or visit the Middle School and share suggestions or concerns with us.

Prayer Room

Prayers rooms are available for those students wishing to pray during the school day. We ask that you follow set rules to respect all those who use the room.

- You are only allowed to enter the prayer room at the time designated by the school.
- Please be quiet and respectful when entering as students may be in the middle of prayer.
- Shoes are not allowed inside the prayer room.
- Please bring your own prayer clothes from home.
- Washing (Ablution) should be done before prayer during break times.
- The prayer room is only for praying. It should not be used for reading Quran or other activities unless supervised by an adult. No socializing.

Technology Acceptable Use Policy

SAIS-Dubai requires student and parent signatures on an Acceptable Technology Use Policy. The purpose is to protect students from inappropriate access to Internet sites. Technology is playing an increasingly important role in education, and when used appropriately, can significantly enhance educational opportunities for students, staff and the community. The Internet offers vast, diverse and unique resources to both students and teachers and proper use of the Internet is encouraged. This Acceptable Technology Use Policy applies to situations where any person or persons utilize the technology resources at SAIS Dubai. The following principles have been adopted to insure that users of the technology resources at our school comply with the Acceptable Technology Use Policy.

Authorized uses of the technology resources include:

1. Learning activities to facilitate SAIS' instructional objectives.
2. Research conducted in support of educational or research programs authorized by SAIS Dubai.
3. Utilization by specifically authorized persons for the administration of SAIS and its programs.
4. Communications between faculty, staff, parents and students containing messages or information, the content of which is not in conflict with this policy.

Unauthorized uses include:

1. Any utilization infringing on the rights or liberties of another.
2. Illegal or criminal use of any kind.
3. Utilization involving communications, materials, information, data or images prohibited by legal authority as threatening, abusive, harassing, discriminatory, anti-social or in violation of any other of SAIS' policies.
4. Accessing, viewing, printing, storing, transmitting, disseminating or selling any information protected by law or subject to privilege or an expectation of privacy.
5. Utilization that causes or permits materials protected by copyright, trademark, service mark, trade name, trade secret, confidential or proprietary data and information statutes, or communications of another, to be uploaded to a computer or information system, published, broadcasted or in any way disseminated without authorization of the owner.
6. Any attempts to access any resources, features, contents or controls of the technology resources that are restricted, confidential or privileged.
7. Utilization of resources causing damage to or altering the operation, functions or design of the technology resources or content.
8. Granting access to persons not authorized to use the technology resources of SAIS Dubai, either by intentional action such as disclosure of account information or unintentional action such as failure to log off.
9. Utilization requiring privacy of any kind for any purpose.
10. Downloading of games and other non-educational resources.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. With unrestricted access to the Internet comes the availability of material that may not be of educational value and is clearly not appropriate or authorized by this policy. To monitor compliance with this policy, communications and information accessed by the authorized user is subject

to random monitoring by SAIS. Consequently, as an authorized user, it is understood that any expectation or right of privacy in communications, data, programs or other personal information stored, displayed, accessed, communicated, published or transmitted is waived. It is further understood that violation of this policy may result in revocation of utilization privileges and/or administrative discipline.

STUDENT CONDUCT

The school's code of conduct is aligned with the schools' beliefs of SAIS-Dubai. Behavior expectations for students are outlined below. Students, Teachers, and Parents are expected to be very familiar with the school code of conduct. Teachers are well trained to implement the procedures and actions specified in this document. All community members are expected to follow the code of conduct to maintain a school environment that is conducive for learning. Students should follow the code of conduct in support of a positive classroom and school atmosphere.

SAIS-Dubai Senior Leadership Team (SLT) members believe that students are responsible for their choices and actions. SLT members also have a very strong conviction that students learn from their mistakes. Consequences for mistakes are ways for students to reflect on their behavior.

To support and help students learn and reflect, staff members provide redirection to help students.. Support of parents is crucial; communication between all school stakeholders with parents reinforces positive behavior for students.

Student behavior is monitored by teachers and staff members, Re-occurring or severe behavior is referred to the Supervisor, Head of School, Vice Principal, or The School Principal / CEO. Appropriate consequences including pledges, community service, detentions, suspensions, or expulsions will be given. Students may be placed on a BIP (Behavior Intervention Plan) to help provide positive behavior outcomes.

Four golden rules exist that students at SAIS-Dubai must follow at all times whether they are in the classroom, playground, inside school premises or in front of school premises or in any activity, event, and trip with the school.

These four golden rules are:

- 1) Be Respectful
- 2) Be Responsible and Safe
- 3) Be an Independent Learner
- 4) Be an Active Member of the School's Community

The above rules are related to the school's Beliefs along with a list of expectations.

ATTENDANCE AND PUNCTUALITY

Regular attendance is a significant student responsibility at all grade levels. Many studies correlate regular attendance with success in school. Regular attendance means that the academic learning process is not interrupted, less time is spent on make-up assignments, and students benefit from participation and interaction with others in class. Many important lessons are learned through active participation in classroom and other school activities that cannot be replaced by individual study. Establishing a pattern of good attendance will benefit the student in school and in the workplace. Attendance is important in the development of a high quality work ethic, which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a person is his/her dependability in coming to work every day on time. Parents, students and the school must work together to improve and maintain high attendance rates.

All students are expected to be present in the classroom before the national anthem (7:45 am). Students who come after 7:45 am but before 8:00 am can join the classroom, but they will be marked as tardy by the teacher on the attendance sheet.

- 1) When a student reaches the 4th day of absence, a formal attendance letter will be signed by the parents in the office of the Supervisor.
 - 2) With the 7th day of absence, a formal attendance letter and a pledge not to repeat the offense will be signed by the parents in the office of the Head of School.
 - 3) With the 10th day of absence, a formal attendance letter will be signed by the parents in the office of the Head of School with the student and it will be considered as a 1st warning letter.
 - 4) With the 15th day of absence, a formal attendance letter will be signed by the parents in the office of the Head of School with the student and it will be considered as a 2nd warning letter.
 - 5) With the 20th day of absence, a formal attendance letter will be signed by the parents in the office of the Vice Principal with the student and it will be considered as a Third warning letter.
- Every 5 late days will be considered 1 day absence.

After students exceed 20 days of school absence, the Vice Principal will recommend to the Principal that this student's placement not be continued for the upcoming year. The school will provide a final "excessive absence letter" to be signed in the office of the Vice Principal.

The days absent will be reflected on the report card along with the number of days present and the total number of school days in each semester. Students on school field trips will not be marked as absent. In order for a student to participate in an after-school activity they must be in attendance the last two classes during the school day.

A student and his/her parents should work closely with the classroom or specialist teacher to ensure that any missed work due to an absence is made up as soon as possible.

BULLYING, HARASSMENT AND INTIMIDATION

Bullying is unwanted **negative behavior** by a student or group of students, with the intention of causing harm, involving an observed or perceived power imbalance. These behaviors occur between peers and are **repeated**. **Bullying can be done one-to-one or by a group**. Bullying is often considered part of growing up, but bullying can be damaging and result in a life-long diminish in a person's quality of life as bullying may lead to very serious outcomes including death. The bullied child may isolate himself/herself, lose confidence, disassociate with friends, and lose interest in school. It is important to eliminate bullying in schools.

A bullying incident, including cyber bullying, will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

There may be occasions when a student's behavior warrants a response under the school's child protection procedures rather than the school's disciplinary procedures.

When incidents of bullying are made aware of, the school will internally investigate the situation.

SAIS-Dubai promotes a safe environment with zero tolerance for acts of bullying. The Designated Safeguarding Committee (DSC – Appendix I) provides educational initiatives promoting positive behaviors and interactions. When instances of bullying occur, the DSC will utilize appropriate interventions with the possibility of developing behavior plans for students involved. In some cases, students will receive counseling and parents will be notified. Such intervention will involve continued monitoring to eliminate reoccurrence.

Types of Bullying

Verbal Bullying: threatening to cause harm, name calling, Teasing, harsh criticism, spreading rumours, taunting.

Social Bullying: refusing social interaction, rude hand gestures, social isolation, leaving someone out.

Physical Bullying: hitting, tripping/pushing, throwing or taking someone's belongings.

Cyber bullying: Using digital devices and online tools such as social media to insult or threaten, blackmail, damage the reputation of someone.

Bullies, Victims, and Bystanders

Bullying involves multiple players. Bullies, victims, and bystanders all play important roles in contributing to bullying—and each can help make bullying stop. Since bullying is primarily learned, it can also be “unlearned”—or conditions can be changed so that it is not learned in the first place.

Bullies . . . select and systematically train their victims to comply with their demands. They seek active encouragement, passive acceptance, or silence from bystanders. **But**, bullies can be stopped when victims and bystanders learn and apply new ways to stand up against bullying. Bullies can also learn how to make friends and get what they want by helping, rather than hurting, others.

Victims . . . reward the bully by yielding control and showing signs of intimidation. They often fail to gain support from bystanders and avoid reporting the bullying. **But**, victims can learn to defeat the bully by responding assertively, rallying support from bystanders, or reporting the bullying to adults.

Bystanders . . . play an important and pivotal role in promoting or preventing bullying. Often without realizing it, they may exacerbate a situation by providing an audience, maintaining silence, actively encouraging, or joining in. **But**, bystanders can neutralize or stop the bullying by aiding the victim, drawing support from other bystanders, or obtaining help from adults.

School Support - How does SAIS-Dubai Support Students?

Effective bullying prevention starts with changing the beliefs and behaviors of individuals, and learning effective bullying prevention strategies. But lasting change requires the creation of an environment where *everyone* understands that bullying is unacceptable, harmful, and preventable—and where everyone takes responsibility for stopping it.

Strategies present a stepwise approach to engaging staff and children in bullying prevention, ensuring consistency of messages, and creating an environment where all children feel safe.

Messages provide a set of statements to use as a starting point for talking with children about bullying prevention.

SAIS-Dubai Administration recognizes the importance of supporting students, academically, emotionally, and spiritually. The Administration supports the implementation of effective child protection practices and creates a child-safe organization.

Prevention offers concrete suggestions for helping children differentiate between acceptable and harmful behaviors and builds the skills necessary for effective bullying prevention.

Intervention offers strategies for responding effectively when an incident occurs—things to do and say to stop the incident and ensure that the children involved are safe.

Follow-up offers guidance on what to do after the incident. It includes separate guidance for addressing the needs of the bully, victim, and bystander.

Talking with children offers specific language you can use when talking about bullying.

SAIS's Student Support Services (SSS) also consists of Counsellors / Social Workers who assist with the care and protection of students.

- **Provide advice on the Child Protection Policy as it applies to individual cases**
- **Provide advice on mandatory reporting of child abuse**
- **Provide Child Protection Training Sessions for all Staff**
- **Provide intervention plans to students**
- **Empower Students and Parents through awareness** it is the duty and responsibility of all SAIS staff to be role models and exemplify appropriate behaviors and interactions. SAIS empowers students by utilizing an integrated dual curriculum which enables students to build emotional character traits including confidence and independence. Daily focus is placed on student personal development. Through education, students become empowered to make better choices, understand their rights, and become productive members of a global society.

SAIS-Dubai will provide **parental awareness** on various topics throughout the year.

Consequence of Bullying

(Refer to school code of conduct)

The Designated Safeguarding Committee (DSC)

Members

The DSC will consist of students and staff members (Homeroom Teacher, Hallway Supervisor, Counselor, Head of School and the Vice Principal).

The student members need to show responsibility, integrity and maturity. They have to set an example to other students on how to act, therefore they must be aware of their own words and actions as they are representing the school at all times.

Policies and Responsibilities

The DSC will be known throughout the school and have a designated area where they can gather and do work which will also act as a safe environment for other students to go to in case they need the assistance of one of the members.

They will be given training by the Counselors / Social Workers on how to respond to reports of bullying, how to act if they witness any bullying and when to ask for intervention on a certain case.

Student Profile

As SAIS-Dubai Students Strive To

- **Have International Mindedness**

I am a successful global citizen who respects others and has universal responsibility. I practice my values, principles and beliefs and I respect others while doing the same; I appreciate and nurture attitudes that bridge cultural differences. I protect and nurture the global family. I am involved and responsible for local community initiatives and am aware of international concerns. I have the intellectual curiosity to ask questions and know about these concerns.

- **Be Innovative**

I develop ideas and thinking skills to stimulate my creativity, resourcefulness and problem solving.

- **Have the ability to work in a Team**

I am a successful individual and effective member of multicultural teams who can develop leadership qualities and team management skills.

- **Have Integrity**

I always do what is right. I follow rules even if no one is watching me. I meet deadlines and I submit my own work without copying the work of other people. I always present my own work and never copy the work of others in any exam, assignment, or project.

- **Be Tolerant**

I respect the nationality, race, gender, religion, color and the differences in others.

- **Have the Right to learn and Freedom of Choice**

I have a positive attitude towards learning and I use all my rights to access education and learn based on my abilities, preferences and choices. I never fail to ask for guidance and support when my individual needs are not met and when I need support to achieve my full potential.

- **Use the Equity provided for me**

I use all my learning experiences to show a sense of belonging and perform to my academic level and social abilities.

- **Maximize my outcomes within a personalized outcomes**

I work on my weaknesses and believe in my abilities so as to get better in all subjects

Rule	School Beliefs	As a student, I will:	
Be Respectful	Tolerance	<ul style="list-style-type: none"> • follow all school rules • ask for permission • take turns • share and care • display good manners • listen to others 	<ul style="list-style-type: none"> • think before acting • speak politely to everyone • accept others' differences • respect others' beliefs • treat others the way I would like to be treated
Be Responsible and safe	Integrity Right to learn and freedom of choice Equity Personalization	<ul style="list-style-type: none"> • ask for help when needed • come to school prepared and ready to learn • follow teachers' instructions • resolve conflicts peacefully • ask for permission to leave the classroom • take responsibility for my learning • be punctual • walk sensibly in school • look after everyone • follow emergency procedures • use class resources carefully • play safely • make healthy choices 	<ul style="list-style-type: none"> • accept the consequences of my own actions • follow correct procedures to site the work of others • respect deadlines • be in the right place at the right time • work to the best of my ability • take care of my own things • manage my time effectively • regularly check my agenda • follow adults' instructions • maintain good hygiene • report any unsafe practice to an adult • use electronic devices only when permitted
Be an Independent Learner	Innovative Team Work	<ul style="list-style-type: none"> • actively participate and be engaged in learning • take responsibility for my own learning • help others • be cooperative • follow daily routines 	<ul style="list-style-type: none"> • work to the best of my ability • be open to new ideas • set SMART goals • ask for opinions • be willing to try new things • be self-motivated • be a problem solver and innovative person

<p>Be an active member of the school's Community</p>	<p>Team Work International Mindedness</p>	<ul style="list-style-type: none"> • wear the correct, clean school uniform • cooperate in groups • support and help classmates • respect school property • join extra-curricular activities 	<ul style="list-style-type: none"> • be a leader and a team player • volunteer • be charitable • keep the school clean and tidy • promote school rules and beliefs

Rewarding Positive Learning Attitudes

Overview

Rewarding positive behavior reinforces and encourages children to repeat the same behavior. Incentives are used to reward the positive behavior and positive attitudes of students when they demonstrate school values and beliefs.

Concepts

- Rewards are available at all levels (KG, Elementary, Middle School, and High School)
- Rewards are linked to behavior expectations that are explained in the school rules.
- Rewards are varied to maintain student interest.
- System includes opportunities for naturally occurring reinforcement.
- Students are involved in identifying/developing incentives.

Our Reward Programs for Behavior

Make a Difference Award

Twice a year, students are rewarded for acting as good citizens and MAKING A DIFFERENCE in our school community. Students who show exceptionally good character values will receive a certificate from the Head of School. We want to encourage all students to do their best on a daily basis. Students that go above and beyond in the classroom should be commended. Students can be nominated by their teachers as well as other classmates.

Perfect Attendance Award

In line with our HERO point theme and to encourage students' learning, we have adopted a daily attendance reward program. Are you an attendance HERO? (**H**ere **E**very day, **R**eady **O**n-Time) Each trimester students will be rewarded for their perfect attendance. Students who have never been absent or late will receive recognition. The student's learning attitude is an important piece to enhance their achievement. Their efforts to be at school do not go unnoticed.

Individual Class Reward Programs

Students in homeroom classes are rewarded for good behavior through a teacher-made point system. Teachers are able to customize their classroom and give points to students for specific classroom performance. Teachers then work with their class to reward students accordingly. They have opportunities for movie days, pizza parties, extra recess, etc. Class reward systems motivate the students inside the classroom to do their very best.

Rewarding Positive Academics

Teachers and Administrators love to acknowledge student efforts. We know that positive encouragement can go a long way. Positivity is something we strive to create in Upper Elementary. Happiness is essential to success. Throughout the course of the year, we recognize students' hard work in various ways. Some examples are:

Student of the Week – Homeroom Teachers choose a Student of the Week to reward excellent academic and character education. Students do not always have to get the best grades to be awarded. Students showing great effort and progress are top candidates for earning the award.

Student of the Month – Each month the Head of School will choose a student based on the recommendations of the supervisors and fellow teachers. The Head of School will give this student the chance to ...

Rewarding Positive Behavior (Hero Point Policy)

Incentives are used to reward positive behavior and positive attitude of students when they demonstrate school values and beliefs.

Concepts

- Rewards are available at levels (KG, Elementary, Middle School, and High School)
- Rewards are linked to expectations that are explained in the school rules.
- Rewards are varied to maintain student interest.
- System includes opportunities for naturally occurring reinforcement.
- Students are involved in identifying/developing incentives.

Collecting Points

When students succeed in showing that they are practicing school rules they will receive a ticket from a staff member, students will inform the Hallway Supervisor to ensure that points are documented with one source. Points will be given on a small ticket that indicates the school value the students have.

Redeeming the Points

Students can redeem points at any time during the semester; points cannot be transferred to another academic year. Points can be deducted by the Head of School or the Vice Principal in case of significant misbehavior.

Points will be redeemed at the office of Head of School after students get permission from the Supervisors.

At SAIS-Dubai we believe in recognizing and rewarding positive contribution, achievement and service. These are allocated a descriptor, from level 1(minor) to level 5(exceptional). Each intervention at level 2 or above is recorded for a minimum of one school year and at each level there are different responses, as indicated below. Classmates of students receiving level 4 and level 5 rewards will normally be informed of their achievement in homeroom time or in assembly, but students may exceptionally ask for this not to happen.

Correcting Negative Learning Attitudes

Overview

As much as we try to focus on a positive learning environment and reward appropriate behaviors, there are inevitably times when we must correct negative behaviors and poor choices made by the students.

Violating the school's code of conduct will have consequences based on the level of the infraction. Violations are divided into 4 categories:

- 1) Level one
- 2) Level two
- 3) Level three
- 4) Level four

Level one Violation

- 1) Coming late to School (after 8:00 am)
- 2) Coming late to class (after the passing time bell)
- 3) Not participating in the **HALP** (Homeroom and Leadership Program) activities
- 4) Entering / leaving the classroom or section without permission.
- 5) Using the Elevator without permission from the Head of School.
- 6) Not wearing the appropriate uniform (having long hair, wearing make-up, piercings, long nails, accessories) PE uniform should be worn only during PE days.
- 7) Leaving the wing without permission from the Supervisor or the Head of School.
- 8) Walking in a different wing or section of the school without permission from the Supervisor or the Head of School.
- 9) Going to the nurse without written permission from the Supervisor or the Head of School.
- 10) Not wearing school ID
- 11) Not having the school's agenda
- 12) Not following regular bus rules

- 13) Entering the staff room, office, Lab or any multipurpose room without written permission from the Head of School.
- 14) Not ready for a class (no copybook, no book, no Laptop, no program, no stationary)
- 15) Being disruptive during the class session (talking without permission, moving places without permission, making disruptive actions or sounds)
- 16) Not being cooperative with the teachers' instructions.
- 17) Sleeping during class session, activity, experiment or sports activity
- 18) Failing to submit homework, classwork, assignment or project on time
- 19) Using any electronic device without permission
- 20) Misusing a tablet, laptop, computer or any electronic device to play games or listen to music.
- 21) Any other violation deemed appropriate by the Supervisor.

Level Two Violations

- 1) Repeating Level one violations (Fourth Repetition)
- 2) Skipping class sessions.
- 3) Not following bus rules during bus trips
- 4) Threatening or intimidating other students.
- 5) Verbal abuse (swearing, insulting)
- 6) Taking photos and videos in the school without permission from the teacher.
- 7) Using the center stairs of the school without permission from the Supervisor or the Head of School.
- 8) Not responding to the security staff
- 9) Using the administration lobby at the end of the school day without permission from the Supervisor or the Head of School.
- 10) Not being truthful in an investigation with school staff members
- 11) Any other violation deemed appropriate by the Supervisor.

Level Three Violations

- 1) Repeating level two violations (Fourth Repetition)
- 2) Being absent from school before and/or after: holidays, vacations, weekends, school trips, school events, school activities, competitions and/or School Exams without a medical report or a valid reason deemed appropriate by the Head of School. (Make up Exams are only given subject to the decision of the Head of School)
- 3) Threatening any student or staff member on social media.
- 4) Leaving School premises without written and signed permission from the Supervisor or the Head of School.
- 5) Possession of photos, videos, or documents that are inappropriate to the culture of the UAE.
- 6) Bullying or harassing any student or staff member.
- 7) Taking the belonging of others without permission.

- 8) Being absent from school on an exam day without medical report or proper justification from the guardians deemed appropriate by the Head of School
- 9) Insulting or disrespecting any religion, country or belief, color, race
- 10) Damaging school property (breaking furniture, damaging furniture or equipment, writing on walls and boards)
- 11) Playing roughly in any school activity or during break time
- 12) Plagiarizing or submitting assignments or projects done by others.
- 13) Cheating or not following instructions of teachers during an assessment or any assignment
- 14) Not being cooperative during fire drills or any safety drill or assembly
- 15) Any other violation deemed appropriate by the Head of School.

Level Four Violations

- 1) Repeating level three violations (Third Repetition)
- 2) Hitting other students or initiating a fight
- 3) Sharing photos, videos, or documents related to the school, any student, or any staff member of the school on social media.
- 4) Possession of weapons, firearms, bladed devices when present on school premises.
- 5) Sexual harassment (joking with hands, touching private parts, presence in one toilet cubicle)
- 6) Hitting or exercising a physical assault that results in an injury to students or any staff member.
- 7) Stealing exam questions or teachers' documents in any way
- 8) Causing fire within school premises
- 9) Triggering fire alarm without a valid reason
- 10) Falsifying school documents
- 11) Any other violation deemed appropriate by the Head of School.

Students are to hand-in their mobile phones to the Supervisor at the beginning of each school day. It will be returned at dismissal. Students failing to turn in the device will have it confiscated. The mobile phone must be collected by a parent personally.

DISCIPLINE

Level of violation	When committed	Repetition		
		First	Second	Third
One	Verbal Warning	<p>Incident will be documented and archived on the school portal. Guardians will be informed over the phone, via email or through a message on the portal.</p>	<p>Incident will be documented and archived on the school portal and guardians will be informed over the phone, via email or through a message on the portal.</p> <p>The student will have a break detention with assigned graded work.</p>	<p>Incident will be documented and archived on the school portal and guardians will be informed over the phone.</p> <p>Students will be referred for counselling sessions.</p> <p>The student must complete up to 5 hours of school service assigned by the Head of School.</p> <p>The violation will be converted to level two if it is repeated.</p>
		<p><i>For lateness and absence, please check the consequences on the policy attached</i></p>		

<p>Two</p>	<p>Guardians will be contacted and informed over the phone, via email or through a message on the portal.</p> <p>Students will sign a pledge not to repeat the violation.</p> <p>Students might be referred for counselling sessions</p> <p>The student will have a break detention with assigned graded work.</p>	<p>Guardians will be contacted and informed over the phone.</p> <p>Meeting with the guardian and the supervisor.</p> <p>Students might be referred for counselling sessions</p> <p>The student must complete up to 7 hours of school service assigned by the Head of School.</p>	<p>Guardians will be contacted and informed over the phone.</p> <p>Meeting with the guardian and the supervisor.</p> <p>Notification letter from the office of the supervisor will be issued to be signed by the Guardian and the student.</p> <p>Students must be referred for counselling sessions</p> <p>The student will have after school detention for two hours with assigned graded work.</p>	<p>Guardians will be contacted and informed over the phone.</p> <p>Meeting with the guardian and the Head of School.</p> <p>Warning letter will be issued to be signed by the Guardian and the student.</p> <p>Students must be referred for counselling sessions and an action plan BIP (Behavior Intervention Plan) should be shared with the parents.</p> <p>The student will have Saturday detention for up to 3 hours with assigned graded work or/and assigned school service</p>
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<p>Three</p>	<p>Guardians will be contacted and informed over the phone.</p> <p>Meeting with the guardian and Head of Section.</p> <p>Warning letter will be issued to be signed by the Guardian and the student.</p> <p>The student will have one day suspension and will take a zero on any missing assignment, classwork, Lab work or Exam.</p> <p>The student must complete up to 5 hours of school service assigned by the Head of School.</p>	<p>Guardians will be contacted and informed over the phone.</p> <p>Meeting with the guardian and the Head of School.</p> <p>Warning letter will be issued signed by the Guardian and the student.</p> <p>The student will have up to 2 days suspension and will take a zero on any missing assignment, classwork, Lab work or Exam.</p> <p>The student must complete up to 8 hours of school service assigned by the Head of School.</p> <p>Students must be referred for counselling sessions and an action plan (BIP) should be shared with the parents.</p>	<p>Guardians will be contacted and informed over the phone.</p> <p>Meeting with the guardian the Head of School and the Vice Principal, Warning letter will be issued to be signed by the Guardian and the student.</p> <p>The student will have up to three days suspension and will take a zero on any missing assignment, classwork, Lab work or Exam.</p> <p>The student must complete up to 12 hours of school service assigned by the Head of School.</p> <p>Counselling action plan should be evaluated by the parents and the Head of School.</p> <p><i>In case of plagiarism or cheating please refer to the school assessment policy</i></p>
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<p>Four</p>	<p>Guardians will be contacted and informed over the phone.</p> <p>Meeting with the guardian and a disciplinary committee (Supervisor, Counselor, Head of School and the Vice Principal)</p> <p>Warning letter will be issued to be signed by the Guardian and the student.</p> <p>The student will have at three days out of school suspension and will take a zero on any missing assignment, classwork, Lab work or Exam.</p> <p>The student must complete 12 hours of school service assigned by the Head of School.</p> <p>The student will be put on probationary period with counselling action plan.</p>	<p>Guardians will be contacted and informed over the phone.</p> <p>Meeting with the guardian and a disciplinary committee (Supervisor, Counselor, Head of School, Vice Principal, and the Principal/CEO).</p> <p>Final warning letter will be issued from the office of the Principal to be signed by the Guardian and the student.</p> <p>Student's registration for the coming academic year will be suspended.</p> <p>The student will have at least three days out of school suspension and will take a zero on any missing assignment, classwork, Lab work or Exam.</p> <p>The student must complete 12 hours of school service assigned by the Head of School.</p> <p>Local authorities will be informed and the student file will be shared with KHDA.</p> <ul style="list-style-type: none"> • In case of second repetition the consequence will be subject to the decision of the disciplinary committee and the student might be stopped from attending classes.
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The student and his guardian shall be held responsible for any damages for school properties and the guardian shall be responsible to pay all the expenses subject to the decision of the School Principal/CEO.

Suspending students includes also suspending them from the Bus as the code of conduct is also applicable in the Bus.

NON-DISCRIMINATION POLICY

SAIS-Dubai has a commitment to maintaining an educational environment where racism and intolerance, including discrimination on the basis of race, color, religious creed, national origin, gender identity, disability, marital or civic union status, homelessness or age, are not tolerated.

SAIS-Dubai prohibits discrimination, including all forms of harassment and hate crimes, as well as retaliation, of/against any of its students, as such conduct is contrary to the mission of the school and its commitment to equal opportunity in education.

Harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as race, color, religious creed, national origin, homelessness, gender identity, disability, or age. It is prohibited by SAIS-Dubai and violates the law of the UAE. For purposes of this policy, “school” includes school – sponsored events, trips, sports events, and similar events connected with school. Further, any retaliation against an individual who has complained about discrimination or harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is similarly unlawful and will not be tolerated.

SAIS-Dubai takes allegations of discrimination, including all forms of harassment and hate crimes, as well as retaliation seriously and will respond promptly to complaints. Where it is determined that harassing conduct which violates the law and this policy, has occurred, SAIS-Dubai will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline (refer to code of conduct).

SAIS-Dubai also prohibits bullying, as set forth in the Bullying Policy section in the school’s code of conduct.

Definitions:

“**Discrimination**” is defined as treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in the school because of an individual’s actual or perceived race, color, religious creed, national origin, homelessness, gender identity, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of his/her membership in a protected class.

“**Harassment**” is defined as unwelcome conduct, whether verbal or physical, that is based on race, color, religious creed, national origin, homelessness, gender identity, age. Discrimination and or harassment include, but are not limited to:

Display or circulation of written materials or pictures that are degrading to a person or group based upon the criteria listed above.

Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above because of one of the criteria listed above.

Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment for an individual or group described above.

Any action or speech that is sufficiently severe, pervasive or persistent that either (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from a school program or activity at SAIS-Dubai; or (ii) creates an intimidating, threatening or abusive educational environment.

Harassment can be communicated in any form, including verbally, in writing, or electronically via the Internet, cell phones, and text messaging, social media or in any other way that shows disrespect to others based on race, color, religion, national origin, homelessness, gender identity, disability, or age.

What constitutes harassment is determined from the perspective of a reasonable person with the characteristics on which the harassment is based.

“**Hate Crime**” is defined as a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, religion, national origin, homelessness, gender identity, disability, or age. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another’s property.

“**Retaliation**” is defined as any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this policy or the ***UAE law***, or for taking action consistent with the policy.

The definitions of discrimination and harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating to either male or female students may constitute discrimination and/or harassment

Reporting Complaints of Discrimination, Harassment, Hate Crimes and Retaliation

If any student believes, in good faith, that he or she has been subjected to harassment or discrimination described above, the individual has a right to file a complaint with the Supervisor, Head of School, Vice Principal, or the Principal. This may be done orally or in writing. Teachers or other staff members who observe incidents of harassment involving students, or

are in receipt of a complaint from a student, shall report such incidents immediately to the Supervisor, Head of School, Vice Principal, or the Principal.

Please note that while these procedures relate to the Schools' policy of promoting an educational setting free from discrimination and harassment, as detailed further in this policy, these procedures are not designed nor intended to limit the Schools' authority to discipline or take remedial action for conduct which the School deems unacceptable.

The School Management will work with the individual who files a complaint of discrimination or harassment; including conducting an investigation and holding conferences, in order to fairly and expeditiously resolve the complaint. Whenever possible, a conference should be scheduled during a time that does not conflict with regularly scheduled work and/or school programs.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Discrimination, Harassment, Hate Crimes and Retaliation

Disciplinary sanctions and corrective actions may include, but are not limited to, one or more of the following:

A written warning;

Parent's Meeting;

Classroom transfer;

Limiting or denying student access to a part or area of a school;

Adult supervision on school premises;

Exclusion from participation in school-sponsored functions, after-school programs, and/or extracurricular activities;

Suspension;

Exclusion, expulsion, or discharge from school;

An apology to the victim;

Reporting the case to KHDA;

Awareness training (to help students understand the impact of their behavior);

Participation in empathy development, cultural diversity, anti-harassment, anti-bullying or inter-group relations programs;

Mandatory counseling or any other action authorized by and consistent with the disciplinary code and this handbook.

False Charges

Any student who knowingly makes false charges or brings a malicious complaint may be subject to any of the disciplinary and/or corrective action(s) detailed above.

Student Responsibilities

Each student is responsible for:

Complying with this policy and the UAE law.

Ensuring that (s)he does not harass or discriminate against another person on school grounds or in a school-related function, event or activity because of that person's race, color, religion, national origin, homelessness, gender identity, disability, or age;

Ensuring that (s)he does not bully another person on school grounds or in a school-related function, event or activity;

Ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and

Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

Protection against Retaliation

The school will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of this policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including short or long-term suspension, exclusion or expulsion.

Discrimination, Harassment, Hate Crimes and Retaliation Grievance Procedures

Informal Resolution of Complaints

Before initiating the formal procedure, the student may wish, if possible, to resolve the complaint on an informal basis.

The student can raise the issue with the Supervisor, Head of School, Vice Principal, or the Principal.

The appropriate department or school administrator shall attempt, within his/her authority, to work with the individual to resolve the complaint fairly and expeditiously within three (3) working days of receiving the complaint.

Whichever option is chosen, attempts will be made to resolve the matter to the satisfaction of the student who has made the complaint. If the student is not satisfied with the resolution, or if the student does not choose informal resolution, then the student can begin the formal complaint process.

Formal Resolution of Discrimination and Harassment Concerns:

A student may file the complaint in writing to the Supervisor, Head of School, Vice Principal, or the Principal no later than five (5) calendar days after the alleged discriminatory practice has occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. However, all students should know that the School management will investigate any complaint no matter when it is filed. The student shall provide a written complaint that will state the name of the individual and the location of the place where the alleged discriminatory practice has occurred, the basis for the complaint and the corrective action the student is seeking

The school management will conduct the necessary investigation promptly after receiving the complaint. In the course of its investigation, a member of the SLT shall contact those individuals that have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant and the person against whom the complaint was filed and/or the Principal or appropriate authority involved. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. For example, sometimes the employees or students that are involved in the complaint are not immediately available. The school management, however, will make sure that the complaint is handled as quickly as feasible and will strive to complete the investigation within ten (10) working days. When more than ten (10) working days is required for the investigation, the school management shall inform the student who filed the complaint that the investigation is still ongoing.

While the School cannot guarantee complete confidentiality given the nature of the investigatory process, the investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances.

After completing the formal investigation of the complaint, the school management shall make a decision on the complaint, and shall inform the complainant and the person against whom the complaint was filed, of the results of the investigation. If the school management finds that there is reasonable cause for believing that a discriminatory or harassing practice has occurred, the school management refers the matter to a disciplinary committee for appropriate action, up to

and including discipline for either the employee or the student(s) who engaged in the harassing conduct.

If no satisfactory resolution can be reached through the informal or formal resolution procedures detailed above, the student or employee has the right to take the complaint to KHDA.

The UAE Government has introduced federal legislation on 15 July 2015 of Law No. 2 of 2015 which specifically prohibits all forms of discrimination on the basis of religion, belief, sect, faith, creed, race, color or ethnic origin (each being a “Protected Characteristic”). The Law defines “religion” as “the heavenly religions – Islam, Christianity and Judaism” and therefore the law does not apply in respect of discriminatory conduct against an individual based on any other religion.

The Law is drafted in broad terms to ensure that it encompasses all discriminatory conduct regardless of how it is expressed (e.g. through speech, writing, drawing, photography, singing, acting or miming) and irrespective of the means/channels through which it is expressed (e.g. online, by phone or video, and whether written or oral).

Notably, Article 17 of the Law states that a representative, manager or agent of a company will be punished (by the same penalties that would apply if s/he had committed the offence themselves) if a crime prohibited by the Law is committed by any personnel of the company in its name and on its behalf, and provided that the representative, manager or agent is aware of the same.

Furthermore, Article 6 of the Law is a broad catch-all provision which states that a person who commits an act of discrimination may face imprisonment of up to 5 years and/or a fine of between AED 500,000 and AED 1,000,000. The same penalties may be imposed where a discriminatory act is “committed by a public employee upon or due to performing his job” (Article 9). Through this provision, the Anti-Discrimination Law specifically links the prohibition against discrimination to an employment context; however the reference to “public employee” seems to indicate that this Article is limited to governmental employees only. Even if Article 9 only applies to governmental employees, the broad prohibition against discrimination in Article 6 of the Law has the potential to be applied more broadly including within the private sector, and whether in an employment context or otherwise.

In addition, the Law prohibits:

- producing, promoting or selling any products or material which include any expression involving religious contempt, discrimination or hatred speech (or being in possession of such material for the purpose of distribution or display);

- establishing, managing or participating in any group or organization for the purpose of religious contempt, discrimination or hatred speech;
- organizing or participating in a conference or meeting for the purpose of religious contempt, discrimination or hatred speech; or
- Providing, requesting, receiving or delivering money or material support directly or indirectly for the purpose of committing any of the acts which are prohibited by the law.

PARENT COMPLAINTS POLICY

The purpose of this policy is to set clear guidelines and flowchart to ensure that parent' concerns and complaints are dealt with in a professional and systematic approach that reflects an effective distributed leadership structure.

Students and/or their guardians are expected to follow the steps below in case of raising any concerns or complaints

- 1) Students and/or their guardians can communicate with the hallway supervisor in case of any concern that involves academic, pastoral care, health and safety, or support.

Hallway supervisor will document the reported complaints/concerns; start an investigation process, contact with concerned staff member(s) and reply to students/guardians within two working days. Should the concern not be resolved; students/guardians can take their concerns to the line manager (step 2).

- 2) Students and/or their guardians can communicate with the Head of School (HoS). In case of any unresolved concerns or complaints which have already been discussed with the hallway supervisor and the feedback was found to be unacceptable by parents/guardians, the HoS will follow up and address the concerns/complaints, communicate with concerned staff members and respond back to the parents/guardians within two working days. Should the step (2) process not provide practical resolution(s), parents/guardians can go to step (3).
- 3) +Students and/or their guardians can communicate to the Vice Principal in case there is any concern that involves pastoral care, health and safety, or Student Support.

++Students and/or their guardians can communicate to the Assistant Principal for teaching and Learning in case there is any concern that involves pastoral care, health and safety, or Student Support.

If the problem is not resolved, students and/or their guardians can go to step (4).

- 4) Students and/or their guardians can communicate to the Principal/CEO if their complaint is not addressed.

Parents are NOT allowed to directly communicate/ contact teachers without arranging a meeting in the presence of the hallway Supervisor, Head of Department, Head of School or any Senior Leader.

Bus Regulations:

In the Bus Students are required to:

- 1) Listen to and promptly obey the attendant & bus driver
- 2) Remain seated at all times when the bus is in motion.
- 3) Sit in their seat with their backs against the seat, facing forward, back packs on laps, keeping the aisle of the bus clear of all obstacles.
- 4) Be courteous to everyone.
- 5) Walk to and from bus stops in an orderly manner without damaging property, disturbing the peace, or endangering themselves or others.
- 6) Identify themselves upon request of the attendant & bus driver.
- 7) Be at the bus stop 5 minutes before the bus is scheduled to arrive.
- 8) When waiting to board the bus, the student stays 10 feet away from the bus until it comes to a complete stop and the door opens to permit entry.
- 9) Never cross the street on which a bus is stopped unless escorted by the attendant or parent. Students must cross in front of the bus