



# Upper Elementary Parent – Student Handbook 2019-2020



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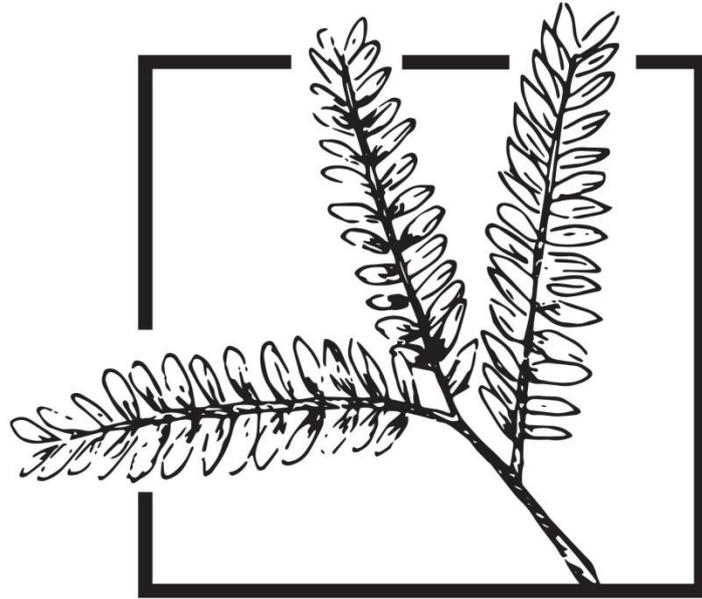
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## عام التسامح YEAR OF TOLERANCE

*“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*



## **Welcome to Sharjah American International School!**

The staff and I are thrilled to have you as a student and will do our best to help make your experience here a success. One of our main objectives this year is to create an environment in which your child will flourish emotionally, socially, and academically. We strive to provide a curriculum that will inspire your child to become a lifelong learner. To help provide a safe and productive learning environment for students, staff, parents and visitors, we provide this Student/Parent Handbook annually to explain students' expectations, responsibilities and consequences for misbehavior. Parents are encouraged to take a few minutes to review and discuss the information in this handbook with their school-age children. Teachers will also review this handbook with students at the beginning of the school year. Thank you for taking the time to become familiar with the important information in this handbook.

If you have any questions, please don't hesitate to contact me.

Ms. Keri Szymanski

Head of School

[keri.szymanski@saisdubai.com](mailto:keri.szymanski@saisdubai.com).

+971 (04) 280 1111 ext: 153

A handwritten signature in black ink that reads "Keri Szymanski". The signature is written in a cursive style with a large, stylized initial "K".

## **Foreword**

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain policies and procedures. Please take time to become familiar with the important information contained in this handbook and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers, the Hallway Supervisor or the Head of School. This handbook replaces all prior handbooks and other written material on the same subjects. This handbook reflects the current status of the policies and the school's rules as of September 1, 2019.

**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

**We are recognized because we SHARE**

**We are trusted because we CARE**

***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**

<b>Sunday-Wednesday</b>	
7:40 – 7:55	Registration
7:55-8:00	Pass time
8: 00 – 8:45	Lesson 1
8:45 – 8:50	Pass time
8:50 – 9:35	Lesson 2
9:35 – 9:55	1 <sup>st</sup> Break
9:55 – 10:00	Pass time
10:00 – 10:45	Lesson 3
10:45 – 10:50	Pass time
10:50 – 11:35	Lesson 4
11:35 – 11:50	2 <sup>nd</sup> Break
11:50 – 11:55	Pass time
11:55 – 12:40	Lesson 5
12:40 – 12:45	Pass time
12:45 – 1:30	Lesson 6
1:30 – 1:35	Pass time
1:35 – 02:20	Lesson 7

<b>Thursday</b>	
7:40 – 7:45	Registration
7:45-7:50	Pass time
7:50– 8:30	Lesson 1
8:30 – 8:35	Pass time
8:35 – 9:15	Lesson 2
9:15 – 9:30	1 <sup>st</sup> Break
9:30 – 9:35	Pass time
9:35 – 10:15	Lesson 3
10:15 – 10:20	Pass time
10:20 – 11:00	Lesson 4
11:00 – 11:15	2 <sup>nd</sup> Break
11:15 – 11:20	Pass time
11:20 – 12:00	Lesson 5
12:00 – 12:05	Pass time
12:05 – 12:45	Lesson 6
12:45 – 12:50	Pass time
12:50 – 01:30	Lesson 7
01:30 – 01:35	Pass time
01:30 – 02:10	Lesson 8

## SECTION I – GENERAL INFORMATION – The ABCs of SAIS - Dubai

### **BIRTHDAYS**

Birthdays are so important to every child and they like to celebrate with their classmates. With respect to overall student wellness, as well as, students with food allergies, diabetes, and other dietary restrictions; we are no longer accepting food items (homemade or store bought) as a birthday celebration treat at school. Instead, student birthdays may be celebrated in these ways:

1. **Give a Gift.** Choose a gift for your class. It could be a book for the library, a word game for center time or an educational toy. We suggest choosing a book for your class library and inscribing a birthday message inside the cover.
2. **Host a Game Day.** Bring in your favorite reading or math game for the class to play. If the game that is best for small groups, plan to share the game during a scheduled math or reading “center time.”
3. **Write a Birthday Story.** Bring in a blank book and have the class create a story about your birthday, including themselves as characters. You will get a memento of your school year, and the class will enjoy the process of seeing themselves written into a story.
4. **Collect Autographs.** On your birthday, bring in a white t-shirt and fabric paint or markers. Have each child sign the t-shirt with their name and a birthday wish. This can also be done with a white pillowcase or the cover of a notebook.
5. **Birthday Math.** If your child loves math, work with their teacher to incorporate a birthday theme. Or, write a page of birthday-themed word problems that include the names of your child and his classmates.

### **BREAKFAST AND SNACK**

You will have two breaks to eat. Please be advised we will not have a breakfast break, so it is important that you eat a healthy breakfast before coming to school.

Please come with food and snacks for two meals. We ask that when packing your lunch you provide only healthy options to promote healthy eating habits as well as encourage good dental hygiene.

The following items are not allowed in school: *Chocolate, sweets, candies, lollipops, chips, Pepsi, Merinda, Sprite, Coke or any kind of soda or energy drinks.* Also, avoid packing fried foods.

### **CHANGE OF ADDRESS/PHONE NUMBER**

Please notify the teacher and registration office of any changes in address, email, phone number, nanny or person designated in an emergency. This information is critical in the event your child becomes ill or injured.

### **COMMUNICATION**

The school’s website and PORTAL are the primary sources of school information. Each family will have a portal account upon registration. We encourage you to use this as a way to get in touch with your child’s teacher.

**PLEASE NOTE:** Teachers will be available to answer your requests daily from 7:30 to 3:20.

On **Thursdays**, we will send our weekly newsletter home and post it on the school’s PORTAL. This includes important messages to the family as well as homework to be done for the week. Kindly follow-up with your child on their weekly assignments. Together we will ensure your child’s success!

## **CONFERENCES**

1. The school schedules conference days after each grading period. Teachers will notify parents/guardians of the date and conference time. To make the most of the meeting, both parents should attend if possible.
2. A conference may be held with a teacher or Head of School at any time by calling the office for an appointment. If you want to give your input into your child's program or you have some other concern, please remember NO concern of yours is too small.

## **COUNSELING SERVICES**

Every student has the right to feel safe and well in school. At SAIS student wellbeing is one of our greatest 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 with and support our students.

We have a holistic view of the student and value the educational, social/emotional and personal needs of each student. SAIS counselors collaborate with students, parents, teachers and administrators to support a positive school experience. Other roles of the counselor include 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 Upper Elementary.

The counseling program strives to support the academic, social and emotional development of the students. Programs 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.

## **EARLY DISMISSAL**

No student may leave school prior to dismissal time without a parent or guardian either submitting a signed written request or speaking to the Hallway Supervisor personally to request the release. The school should be notified in the morning of the absence. No student will be released to a person other than a custodial parent(s) or guardian without a written permission note signed by the custodial parent(s) or guardian. Students will be given a signed slip in order to be allowed by the security guard to leave the school. Please note: students will not be allowed to call their parents for early dismissal. Parents must inform the school personally. Students are not allowed to go to their friend's house after school using school provided transportation.

## **ENTERING AND EXITING SCHOOL PREMISES**

Students should ENTER the school premises in the morning using their designated gates:

- 1) Gate B: Grade 1, Grade 2, Grade 5 to Grade 12 (Boys)
- 2) Gates E and Gate F: KG1, KG2, Grade 3, Grade 4, Grade 5 to Grade 12 (Girls)

***The gates will be open from 7:15 am and will be closed at 7:55 am.*** Entrance B and Entrance C will be closed at 7:45 am sharp.

Students who are coming after 7:45 am have to use the school main gate to enter the school. Students who come to school after 8 am will not be allowed to attend the first period.

Students should EXIT the school premises at the end of the day using their designated gates:

- 1) Gate B: Grade 1, Grade 2, Grade 5 to Grade 12 (Boys)
- 2) Gate E and Gate F: Grade 3, Grade 4, Grade 5 to Grade 12 (Girls)
- 3) Gate E will only be opened for KG1 and KG2 at the end of the KG school day.

***The gates will be open from 2:20 pm until 2:45 pm***

Parents are kindly requested to use the appropriate gates to pick up their children.

Students in 5<sup>th</sup> grade who are late to be picked up by their parents must wait in their respective canteen or library and not in the administration lobby.

For grades 3 and 4 a late room will be arranged for late students from 2:20 pm until 2:45 pm. Parents failing to take their son(s)/daughter(s) after 2:45 pm will be charged a fee (please refer to the Parent-School Contract).

## **FIRE AND SAFETY DRILLS**

The School complies with all fire safety laws and will conduct fire drills periodically throughout the year. Supervisors and teachers will provide specific instructions on how to proceed in the case of fire and will oversee the safe, prompt, and orderly evacuation of the building in such cases. (For more information, please refer to the Emergency Evacuation policy on the school's website.)

## **INJURY AND ILLNESS**

All injuries must be reported to a teacher, clinic and office. If the injuries are minor, the students will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures and attempt to make contact with the student's parents. A student who becomes ill during the school day should request permission to go to the clinic. An appropriate adult in the clinic will determine whether the student should remain in school or go home. No student will be released from school without proper parental permission. Be sure to keep the school notified of ANY changes of telephone numbers (home and work), addresses, places of work, doctors' names, and emergency contacts.

- **In case your child is on a medication, please inform the Hallway Supervisor directly.**

## **iPADS**

iPads are provided by the school for students from grades 3-5, for the purpose of creation and active engagement in learning activities. The iPads remain the property of SAIS and are provided to students on loan. Students are responsible for caring for the iPads. Parents sign a loan contract, which highlights procedures in case of loss or damages to the iPads caused by negligence. Students are to receive the iPads only after the contract has been signed and returned to the classroom teacher. Each class is provided with a charging station; however students who take the iPads home are expected to bring them back fully charged on the following day. Students have access to a wide array of Apple native apps, as well as additional paid apps. Periodical review of the list of apps is conducted, to ensure alignment with curricular goals. Teachers may choose to send iPads daily or on specific days as required to complete, extend, or enrich learning at home. Students and teachers are expected to establish essential agreements with regards to the use and care of the iPads at the beginning of the year

### **GUIDELINES FOR IPAD USE AT HOME AND IN THE CLASSROOM**

- The focus with iPad use should be on quality as opposed to quantity. Tasks associated with understanding, remembering and consolidation are best done for home learning (e.g. IXL, Achieve3000 and similar apps). Tasks associated with applying, evaluating, analyzing and creating should be the focus of classroom time.
- Activities should use the Bloom's mapping tool to ensure that higher order thinking skills are targeted.
- Use of iPads should be planned to develop Future Fluencies such as the digital, information, creative, solution, collaboration and media fluencies.
- There should be a variety of interactions incorporated within the lesson design. For example, activity types could include, scavenger hunts, poster designs, storyboarding and collaborative filmmaking.
- There should be a focus on productivity with the iPad in school as opposed to consuming information.
- When using iPads outside of the classroom there should be a distinct purpose. This could mean recording data or coding a robot where space is limited in class.
- The Classroom app can be used to manage safety and promote digital responsibility. It can also be set up at home for multiple iPad devices. For more information, see here: [Getting Started with Classroom Guide](#)
- Effective precautions should be taken to ensure that private information is protected on the devices.
- All users should be aware that it is imperative to ask before taking video footage or photographs.
- All users should understand the importance of respecting intellectual property rights and requesting permission for work used. Please refer to: [How to Give Attribution](#)
- For further guidance to support responsible use for families please refer to: [Tips for Managing Apple Devices at Home](#)

## **LOST AND FOUND**

If you should lose an item a LOST N FOUND is located on the 1<sup>st</sup> floor near the stairwell. Students who have lost items should check this area. Unclaimed items will be given to charity at the close of the school year. **Remember to Label...Label...Label** Please label everything of yours that comes to school. Coat, lunch box, clothes, bag, books, etc.

### **PARENT DROP OFF OR PICK UP**

Drop off is between 7:30-7:45. ALL students are to be dropped off at the main Lower Elementary doors where students will walk themselves to class. Students arriving **after 8:00** will miss the first lesson of the day. Students will receive a late slip from the Hallway Supervisor to begin the 2<sup>nd</sup> period.

To ensure the safety of your child please introduce the teacher to the person who will be picking up your child everyday: (father, mother, driver, nanny or any other family member). We will not release your child to anybody that you have not already cleared with the teacher or Hallway Supervisor.

If your child is to go down to the car by themselves after school, please inform both the teacher & the Hallway Supervisor.

If your pick up plan changes please **inform the Hallway Supervisor: as we can't release the child to an unknown person.**

Student Pick-up begins at 2:20. As teachers are occupied, we strongly recommend using the School's portal email to communicate your concerns. At 2:45 students will go to the late room (5AAA) to be picked up.

### **PRAYER ROOM**

Prayer 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.

1. You are only allowed to enter the prayer room at the time designated by the school.
2. Please be quiet and respectful when entering as students may be in the middle of prayer.
3. Shoes are not allowed inside the prayer room.
4. Please bring your own prayer clothes from home.
5. Washing (Ablution) should be done before prayer during break times.
6. 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.

### **POOL AND GYM SAFETY**

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.*

### **RECESS**

Students are expected to go outside for recess every day. Please be sure you come to school dressed appropriately for the weather. Indoor recess will occur when the "feel like" outdoor temperature is not appropriate for the students' health and wellbeing. A student may be excused from recess for health reasons if a note is sent to the teacher or Hallway Supervisor. A doctor's excuse is needed if a child is to stay inside for recess for more than one day. The doctor's excuse applies also for a child not participating in a physical education class for more than one day.

### **RECESS - PLAYGROUND RULES**

1. Everyone should play without hitting, kicking, or pushing others.
2. Playground equipment (balls, jump ropes, etc.) should be used properly.
3. Students must ask permission before going into the building.
4. Everyone must line up promptly and quietly when the whistle blows.

### **SAFETY AND SECURITY**

- A. Parents should wear or be able to present their Parent ID upon entering the school.
- B. All visitors must report to the office when they arrive at school and present their Emirates ID.
- C. All visitors are given and required to wear a building pass while they are in the building.
- D. Staff is expected to question people in the building whom they do not recognize and who are not wearing a building pass, and to question people who are “hanging around” the building after hours.
- E. Students and staff are expected to immediately report to a teacher or administrator any suspicious behavior or situation that make them uncomfortable.
- F. All outside doors are locked during the school day.
- G. Portions of the building that will not be needed after the regular school days are closed off

### **SCHEDULING AND ASSIGNMENT**

The Head of School will assign each student to the appropriate classroom and program. Any questions or concerns about the assignment should be discussed with the Head of School. Requests for changes **MUST** be made via email to the Head of School. Consideration will be made after a 3 WEEK adaptation period. You may also fill out a request form with the Hallway Supervisor.

### **STUDENT RESPONSIBILITIES**

The school’s rules and procedures are designed to allow students to be educated in a safe and orderly environment. All students are expected to follow staff members’ directions and to obey all school rules. In order to keep parents informed of their child’s progress in school, parents will be provided information on a regular basis and whenever concerns arise. Many times it will be the responsibility of the students to deliver the information. (Weekly plan, Student Agenda, etc.) The School, however, will use the PORTAL when needed. Parents are encouraged to build a two-way link with their child’s teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

### **STUDENT VALUABLES**

Students should not bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, etc may get lost or broken. The School is not liable for any loss or damage to personal valuables.

### **VISITORS**

Visitors, particularly parents, are welcome at our school. At the same time, we want to be sure we are maintaining the safest possible environment for our students. Prior to entering the school, all visitors must present their Emirates ID and sign in with the security aide at the school “Welcome Center” at the front entrance to obtain a visitor badge prior to entering the school.

Visitors, including volunteers, must display their visitor badge at all times in the building. Any visitor found in the building without a badge will be directed to return to the “Welcome Center” security desk or main office. Family members who wish to confer with a staff member, including the principal or guidance counselor, are asked to call for an appointment prior to coming to the school to arrange a mutually convenient meeting time. Visitors arriving without appointments or not for pre-approved volunteer activities or school programs will not be permitted to visit classrooms or travel beyond the “Welcome Center” or office area.

All visitors must also sign out at the “Welcome Center” when they leave the school. Family members who are dropping off necessary forgotten items for students, such as glasses or backpack, will not sign in and enter the school. They will leave the item at the “Welcome Center” and the school staff will be sure the student receives it as soon as possible.

## SECTION II - ACADEMICS

### EXTERNAL TESTING

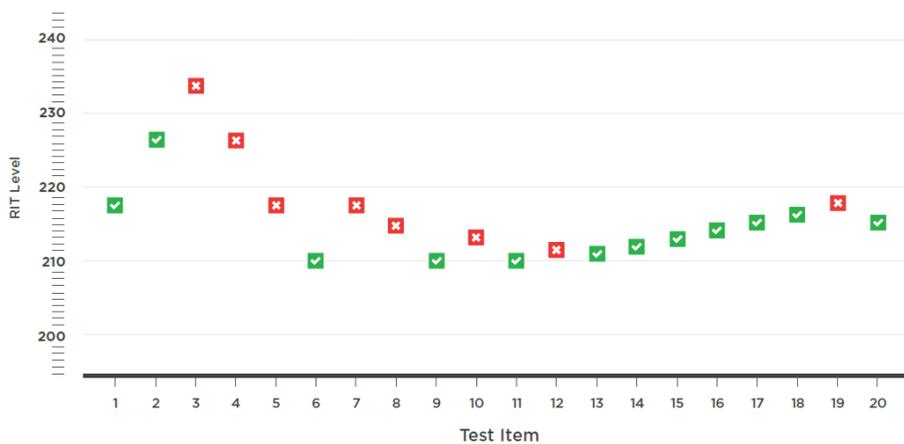
As part of the National Agenda 2021 and to follow through with KHDA mandates, throughout the school year, teachers will administer the MAP (Measure of Academic Progress) to our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders. These assessments give teachers and parents valuable information about students' progress towards meeting grade level benchmarks. New students in Upper Elementary will take the CAT4 (Cognitive Abilities Test: 4<sup>th</sup> 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 5<sup>th</sup> 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

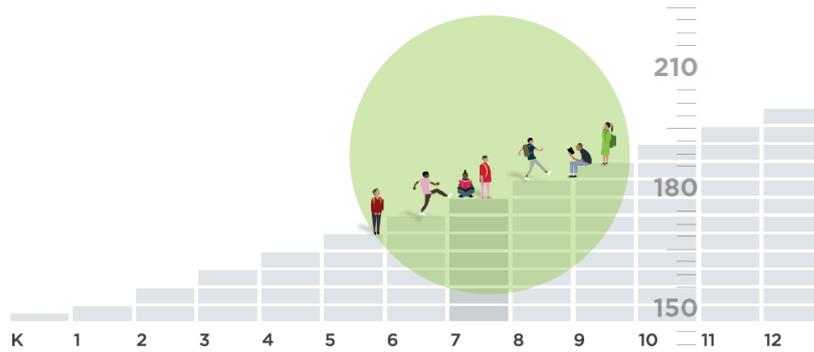
MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.



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](http://yourreadingpath.com) and [khanacademy.org](http://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**

<b>How do schools and teachers use MAP Growth scores?</b>	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.
<b>Can MAP Growth tell me if my child is working at grade level?</b>	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.
<b>How often will my child take MAP Growth tests?</b>	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.
<b>What are norms?</b>	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.

**Is MAP Growth a standardized test?**

Unlike a standardized test, MAP Growth is administered periodically during the school year. Instead of asking all students the same questions, it adjusts to each child's performance—giving a more accurate measure of what they know. Teachers also receive results right away, which enables them to react more quickly.

**What types of questions are on MAP Growth tests?**

The MAP Growth tests include multiple choice, drag-and-drop, and other types of questions. For sample tests, visit [warmup.nwea.org](http://warmup.nwea.org).

**For tips on getting ready for MAP Growth testing, check out our blog:**

[nwea.org/blog/category/parents](http://nwea.org/blog/category/parents)

**Find more parent resources at [nwea.org/parent-toolkit](http://nwea.org/parent-toolkit)**

**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.

**GRADUATION**

Students of grade 5 celebrate their Elementary School success with a graduation ceremony presented in their honor. This 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.

**GRADES AND GRADING SYSTEM**

Students in grade 3 will be graded on a CHECK FOR PROFICIENCY system wherein both Formative and Summative grades will be considered. Currently our forms of formative assessment are homework, classwork, exit slips, think-pair-share, centers, KWL charts, questioning, quizzes, and summaries. After reflecting on the current measures of 3 we have decided to add an additional indicator to coincide with our Summative Assessment Indicator 0-4. Please see the scale below.

Formative Assessment Indicators	Description
+++	Student shows solid proficiency of <b>almost all</b> of the skills being assessed and the knowledge being processed.
++	Student shows solid proficiency of <b>most</b> of the skills being assessed and the knowledge being processed.
+	Student shows solid proficiency of the <b>large majority</b> of the skills being assessed and the knowledge being processed.
-	Students show proficiency of the <b>majority</b> of the skills and knowledge.

Reporting of grades to parents is done through a formal report card, given at the end of each nine-week period. Report cards are given to parents during the scheduled dates for parent-teacher conferences. These dates are noted on the school calendar.

<b>GRADING SCALE I-12</b>				
<b>Letter Grade</b>	<b>Percent Grade</b>	<b>4.0 Scale</b>	<b>Proficiency Scale</b>	
<b>A+</b>	<b>97-100</b>	<b>4</b>	<b>Exemplary</b>	<b>4</b>
<b>A</b>	<b>93 -96</b>	<b>4</b>		
<b>A-</b>	<b>90-92</b>	<b>3.7</b>		
<b>B+</b>	<b>87-89</b>	<b>3.3</b>	<b>Proficient</b>	<b>3</b>
<b>B</b>	<b>83 -86</b>	<b>3</b>		
<b>B-</b>	<b>80 -82</b>	<b>2.7</b>		
<b>C+</b>	<b>76-79</b>	<b>2.3</b>		
<b>C</b>	<b>73-75</b>	<b>2</b>	<b>Progressing</b>	<b>2</b>
<b>C-</b>	<b>70 -72</b>	<b>1.7</b>		
<b>D+</b>	<b>67-69</b>	<b>1.3</b>		
<b>D</b>	<b>65-66</b>	<b>1</b>		
<b>D-</b>	<b>Below 65</b>	<b>0.5</b>	<b>Beginning</b>	<b>1</b>
<b>E/F</b>	<b>Below 50</b>	<b>0</b>	<b>Emerging</b>	<b>0</b>
<b>AP/IB courses</b>	<b>An addition of 0.25 in the standard weighting</b>			

Further information on Grading can be found in the school’s Assessment Policy.

**HOMEWORK**

We believe that homework, properly designed, carefully planned and geared to the development of the individual student, has an important place in the educational program. Homework should be assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been taught. Home study assignments also afford a way for parents to acquaint themselves with the school program and their own children’s educational progress. Homework will not be used for disciplinary purposes. The amount and type of homework given is to be decided by the classroom teacher, within the framework of overall instructional plans. Homework will be used as another means for helping students master the objectives of the curriculum, and will be assigned when student needs, parent expectations, and curriculum mandates require it.

The weekly plan will be sent home each **Thursday**. Homework is due the following Wednesday.

## **LEARNING SUPPORT**

At times students struggle to make academic progress. In order for each student to be as successful as possible we have two support programs: EAL (English as an Additional Language) and the LSP (Learning Support Program).

SAIS-D follows ELD (English Language Development) Standards and aims at minimizing and bridging the English proficiency gaps among different academic performance levels so all students can enjoy learning in all subjects in an inclusive environment with optimal accomplishment.

New students as well as existing students undergo regular evaluations and assessments, such as reviewing previous academic year results, diagnostic pre-tests, ongoing formative and summative assessments, analyzing existing and current MAP and CAT4 results (if applicable), and most importantly, teachers' ongoing observations. The results of these rigid evaluations and monitoring procedures help us in our decisions concerning identifying and recommending the potential EAL and LSP students.

Recommended students for the EAL program take the WAPT (WIDA-ACCESS Placement Test) to verify the decision. WAPT is an efficient, internationally recognized assessment tool for identifying EAL students and placing them in the right level. Students identified for the LSP program may take the WRAT test to better understand their level and identify how we can specifically help each child.

## **LIBRARY USE**

### **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.

### **Appropriate Library Behavior**

The school library is committed to providing all users with an environment that is safe, well-maintained, and conducive to study, read and research. All users are expected to engage in behaviour that is respectful of the facilities, materials and rights of others. Users are also expected to abide the school library rules and regulations.

### **Computer Use**

Computers are provided in the library for research-related and similar learning opportunities. Purely personal use of the computers (for example, non-school related messaging, Facebook, non-educational games) is not allowed.

### **Donations**

The library gratefully accepts all donations of recent books in good condition. Those that meet our selection criteria will be added to the collection. Please visit the library to make appropriate arrangements.

**MAKE-UP OF TESTS AND OTHER SCHOOLWORK**

Students who are absent from school with an excuse (medical note) shall be given the opportunity to make-up missed tests. The student should contact the classroom teacher as soon as possible to obtain assignments. If a student misses a teacher's test due to an excused absence, s/he should make arrangements with the teacher and Hallway Supervisor to take the test at another time. Parents are responsible to follow-up with teachers regarding missing work.

**PROMOTION, ACCELERATION AND RETENTION**

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

## SECTION III – STUDENT CONDUCT

### **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 1<sup>st</sup> warning letter.
  - 4) With the 15<sup>th</sup> 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 2<sup>nd</sup> warning letter.
  - 5) With the 20<sup>th</sup> 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.

## **CODE OF 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.

**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.

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

## **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:

**Star of the Week** – Homeroom Teachers choose a Star 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 STAR.

**iRead Award** – Through our reading platform students can earn recognition for being super readers. Monthly, students will have their names and pictures featured on our super readers' bulletin board. Students will receive a certificate and prize.

**Multiplication Masters** – As a class reward for know their multiplication facts, students will have a movie day and popcorn party.

**Head of School Student of the Month** – Students who demonstrate excellence effort in both Behavior and Academics will be eligible for the HOS Student of the Month award. Students who not only go above and beyond in their learning, but also show good character will be considered.

## **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 Violations**

- 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.</p> <p>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>
<b><i>For lateness and absence, please check the consequences on the policy attached</i></b>				
Two	<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>

<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><b><i>In case of plagiarism or cheating please refer to the school assessment policy</i></b></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><b><i>In case of plagiarism or cheating please refer to the school assessment policy</i></b></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><b><i>In case of plagiarism or cheating please refer to the school assessment policy</i></b></p>
<p>Four</p>	<p>Guardians will be contacted and informed over the phone.</p> <p>Meeting with the guardian and a</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</p>	

	<p>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>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"> <li>• 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.</li> </ul>
<p>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.</p> <p>Suspending students includes also suspending them from the Bus as the code of conduct is also applicable in the Bus.</p>		

## **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.**

## SECTION IV – TRANSPORTATION

### **BUS CONDUCT**

Students who are riding to and from school on school-provided transportation must follow all basic safety rules established by SAIS and the RTA. This applies to school-owned buses as well as any contracted transportation. The driver will assign seating or direct students in any reasonable manner to maintain transportation safety. Students must comply with the following basic rules.

Students are required to:

- Listen to and promptly obey the attendant and bus driver.
- Remain seated at all times when the bus is in motion.
- Sit in their seat with their backs against the seat, facing forward, backpacks on laps, keeping the aisle of the bus clear of all obstacles.
- Be courteous to everyone.
- Walk to and from the bus stops in an orderly manner without damaging property, disturbing the peace, or endangering themselves or others.
- Identify themselves upon request of the attendant and bus driver.
- Be at the bus stop 5 minutes before the bus is scheduled to arrive.
- 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.
- 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.

It is the parents' responsibility to inform the bus driver when their child will not be aboard school transportation. Drivers will not wait for students who are not at their designated stops on time.