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** This document is subject to change throughout the academic year*

ELEMENTARY SCHOOL FAMILY HANDBOOK

2021-2022

Welcome to Dubai American Academy

Welcome to the Elementary School of Dubai American Academy (DAA). This Family Handbook provides information that will help you become an active member of our DAA community. DAA provides a broad array of enriched opportunities to learn and grow. Our teachers are enthusiastic and caring professionals who are knowledgeable of best practices in early learning and elementary education.

Our students represent more than 90 nationalities which proudly makes DAA a truly international school. We believe that advocating, teaching and respecting a diverse student body from cultures throughout the world fosters peace, justice and global understanding. Visitors and new families to our school immediately sense and comment on our innovative approaches to learning and the warm and welcoming feel of our school community.

In academics, we recognize that the elementary school years are crucial to laying the foundation for future success. Our teachers and administrators regularly collaborate to plan and present an enriched American curriculum that will be intellectually challenging and socially rewarding for your child. We seek to create a climate that fosters self-esteem by celebrating the growth and development of each student. Additionally, we encourage an enthusiasm for life-long learning by making learning an enjoyable experience.

We warmly invite you and your child to acquaint yourselves with this Family Handbook to learn about our School's policies, procedures, expectations, and opportunities.

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1.0 DAA MISSION/PHILOSOPHY/GOALS

1.1 MISSION

Dubai American Academy (DAA) is a vibrant international community, deeply rooted in a culture of kindness that creates and empowers leaders and independent thinkers with integrity, character, and drive.

1.2 IDENTITY STATEMENT

Dubai American Academy offers an enriched American curriculum to students of all nationalities culminating in the International Baccalaureate Diploma Program and/or an American high school diploma. Beyond its rigorous academic program, DAA prepares students to lead successful lives through the exceptional diversity of its community and extra-curricular experiences that contribute to the development of the whole person.

1.3 CORE EDUCATION VALUES

DAA is a GEMS Education school. Academic performance is important for many reasons. It can open the door to opportunity and pave the way for future success, both in higher education and professionally; however, we believe a values-based, international education is of equal importance.

Our values-driven international education is expressed through core values which are woven into every academic and extracurricular activity at GEMS schools. We live and breathe four values that form the basis of everything we do. They include:

- Leading Through Innovation
- Pursuing Excellence
- Growing by Learning
- Global Citizenship

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at our top private schools learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

Commitment to the core educational values of world citizenship, universal values, leadership qualities and forward thinking is aimed at helping students realize their full, all-round potential.

How we live our Core Values everyday:

1. **Leading Through Innovation** - Find the courage to challenge convention.
   - We dare to dream of the possibilities.
   - No idea is too small or too large if it makes things better for our learners and our people.

2. **Pursuing Excellence** - Work to continually exceed expectations.
   - Just as we set educational standards for our schools, we ensure that everything we do is delivered to a high standard.
   - We go the extra mile for our students and our colleagues.

3. **Growing by Learning** - Strive to develop your potential.
   - Along with our students, we never stop learning.
   - Each and every one of us has the capacity for leadership.

4. **Global Citizenship** - Making an active contribution to your local and global community.
   - We respect and celebrate our diversity and recognize that there are many things that unite us all.
   - We make a difference in our local communities so that we can build a sustainable planet to share.
   - We build bridges of knowledge, push boundaries and unite young people.
   - We aim to produce not just great students, but great people who live with honesty, confidence and integrity.

2.0 THE ELEMENTARY SCHOOL STAFF

The Elementary School consists of the Early Years Program (KG1 and KG2), and Grades 1- 5. As a KG to Grade 12 school we have a wide variety of faculty, administration, and support staff to serve the needs of the children and parents in all aspects of each child's education. This team is comprised of the Superintendent, Head of Teaching, Learning, and Innovation, Executive Principal, Principal, Assistant Principals, Director of Learning, Arabic and Islamic Studies (K-12), Heads of Grade, Innovation Activators, Counselors, Student Support Team Teachers (EAL and SEND), Teachers, Educational Assistants, Learning Support Assistants, and the Administrative and Support Personnel.

Craig Cantlie
Executive Principal

Nathalie Salameh
Grade 4-5 Administrator (Principal)

Noha Bishara
Grade 2-3 Administrator (Assistant Principal)

Tooshna Gandhi
KG1-Grade 1 Administrator (Assistant Principal)

GENERAL INFORMATION

2.1 ELEMENTARY SCHOOL SCHEDULING

Scheduling for elementary students allows students to experience a rich curriculum including many specials such as Art, Music, Physical Education, Swimming, Arabic Studies, Islamic Education for Muslim students, and Library. The schedule is the same each week.

2.2 ELEMENTARY SCHOOL HOURS

School day begins at 7:40am and ends at 2:45pm.
Classrooms are open to receive students at 7:25am.
Students will be marked late after 7:50am.

Tuesdays are an Early Release day where school begins at 7:40am and ends at 1:45pm.

The hours for after-school activities vary. Most activities start at 3:00pm and finish at 3:45pm; however, some activities begin at 3:00pm and finish at 4:00pm.

2.3 ASSEMBLIES

Division or grade-level assemblies will be held monthly. Assemblies allow us to connect our learning community, celebrate student success and promote school spirit. Through these events, our students develop confidence and competence sharing with others, in addition to learning appropriate audience skills.

2.4 DAILY UNIFORM

A uniform is required in all GEMS Schools.

Daily uniform

1. Regulation Dubai American Academy red polo for KG1 to Grade 2 students, and blue shirt with logo for students in Grades 3-5;
2. Regulation blue shorts or slacks for boys;
3. Regulation blue skirts, slacks or skirts for girls;
4. Regulation elementary school tie (long ties for boys and collar ties for girls);
5. White, black or navy socks;
6. Black or White Activity shoes (trainers) with non-marking soles; dress shoes may be needed for school presentations. **For safety reasons, no sandals please.**
7. School caps for outdoor activities.

Seasonal Wear

1. Regulation cotton blue sweatshirt with school logo;
2. Regulation cotton blue sweater with school logo;
3. Other outerwear may be worn to and from school and kept in the student's locker/cubby. Students will not be allowed to wear non-uniform items during school, except on special event days.

Physical Education (PE) Uniform

1. KG1 - Grade 2 students do not have a separate PE uniform.
2. Grade 3-5 students:
    a. Regulation Dubai American Academy polo shirt (or Dubai American Academy t-shirt);
    b. Regulation blue shorts (solid navy blue cotton shorts may be purchased elsewhere; no logos or baggies permitted);
3. Regulation swimming suit (personal suits are fine – one piece tank type suit for girls).

As mentioned, alternative dress is acceptable on designated Spirit Days and special occasions such as national celebrations. Details will be announced as they occur throughout the year with admin approval.

Please ensure that all of your child's clothing is clearly labeled with his/her name.

2.5 ABSENCES

As an inquiry-based learning school, everyday is an important learning day as our teachers create authentic and meaningful learning opportunities for their students. As such, it is important that children are present regularly throughout the year. While the life opportunities extended holidays and vacations permit, they do interrupt and impact students' educational progress. If a child is absent for more than half of a school trimester, a fully-graded report will not be issued for that trimester.

2.6 LATES

The building doors are open at 7:10 a.m. and students can proceed to the classroom from 7:25 a.m. Students are expected to be in their classrooms by 7:40. Punctuality shows respect for others, classmates, and teachers. Late arrivals affect not only the student who is late but disrupts the entire group. Late arrivals are recorded and appears on the quarterly report. Parents are requested to emphasize the importance of being on time with their children.

When your child will be late or absent from school, please email your child's teacher to notify him/her. All unexplained absences will result in an email home confirming the absence and safety of your child.

Students who arrive late will only be admitted to class if they obtain a late slip from the Elementary Office. Late slips are handed out after 7:50 am and should be presented to the class teacher.

2.7 DISMISSAL

As there are different dismissal times throughout the day, we request that parents who are picking up students from the class refrain from entering the hallways to prevent disrupting student learning. KG1 - Grade 2 students will be dismissed directly from the classroom. Students who are not picked up on time will be walked to the ground floor division secretary after contacting a parent/guardian

Students in Grade 3 - 5 should be met by their parents/guardians at the front of the school (Gate 1). All students must be picked up by 3:00 p.m. Parents will be contacted when students are not picked up at this time. Students will remain in the Elementary Office on the first floor until they are collected.

All bus students will be walked to their designated busses by the class Educational Assistant. Students participating in the After-School Activities Program will also be walked to their designated location by the class Educational Assistant. Parents are to pick up their children from the After-School Activity location.

2.8 PLANNED ABSENCES OUTSIDE SCHOOL HOLIDAYS

It is the school's philosophy that attendance in class is of primary importance. There are times, however, when an absence is unavoidable. In such cases, the parent is responsible for contacting the school. Assignments and examinations may not always be available in advance and may have to be completed upon the student's return.

2.9 WITHDRAWAL PROCEDURES

Parents should notify the Principal, Registrar's office, and the teacher as far in advance as possible of the withdrawal date. Parents are responsible for completing a Transfer Certificate form which is available on the DAA Parent Portal; this will begin the clearing process and final paperwork. A two-week notification is recommended.

The ES Registrar's office coordinates the gathering of appropriate records and ensures that the Principal, classroom teacher, library, business office, and counselors have cleared the student's withdrawal. Parents will be notified in the case of outstanding books, fees, and/or fines. Records are not released by the school until all items are cleared.

Parents who wish to hand carry their children's records may do so. If they are unable to collect the records prior to their departure, they should leave their forwarding address and a self-addressed, stamped envelope with the school's Registrar's office at the earliest possible date. Again, remember that records cannot be released until all outstanding fees are paid and books are returned.

2.10 CAMPUS SECURITY

DAA guidelines for safety and security are detailed in a Security/Emergency Manual that is used by all DAA staff to ensure uniform, orderly, and timely responses to emergencies. Advisors teach emergency procedures for building evacuation and relocation to a safer area of the school. Drills are practiced so that students know the appropriate responses in emergency scenarios such as a fire at school. While on school property, we encourage all parents to report any suspicious behavior or items to security.

DAA has taken steps to increase security measures which will result in a safer school for all. These measures include:

- All parents are required to sign in when they enter the campus and display the Visitor's Pass that they will be issued at all times.
- Parent parking is not allowed on campus due to the limited number of parking spaces available at the school. Street parking is available for parents wishing to visit the school.

3.0 ELEMENTARY SCHOOL CURRICULUM

The Elementary School Division, KG1 through Grade 5, seeks to create an atmosphere of respect and trust where learning is exciting and challenging, where self-confident and enthusiastic students take initiative and productively use their time, and where each child is valued as a unique individual.

The first seven years of formal schooling are critical. During this period, children develop life-long attitudes towards learning and build a foundation in Literacy, Numeracy, Science, Social Studies and Health. At the same time, they learn to work and play independently, in addition to working effectively within groups.

iNQUIRY · iNNOVATION · iNTEGRITY

i3 is our framework for nurturing our future leaders and creators.

Through an iNQUIRY-based, process driven learning experience grounded in the Future Fluencies, our students' learning experiences are relevant, meaningful and authentic. Our students delve into conceptual understandings and through the challenge and support provided by formative feedback, our students rise to the high expectations of learning at DAA.

Our vast array of educational technology tools allow our teachers to embed drones, hands-on coding, trips around the world with VR and so much more into learning. iNNOVATION at DAA is a mindset and our ED-Tech allows us to fully engage our students in the joy of being future focussed.

Leopard Pride. Through positive reinforcement, explicit expectations and logical consequences we foster iNTEGRITY in our students. Pride in school and themselves, a positive attitude in all they do, responsibility for their actions and acting respectfully at school and at home are our expectations of a Leopard.

FAQs

What standards are used to shape learning at DAA?
We utilize Connecticut Common Core Standards in our unit and lesson planning.

How do you teach Literacy?
Framed in Teachers College Reading and Writing Workshop, Literacy learning is consistent K-5 to ensure continuity of language and structure as our students move through the grades. Student achievement is tracked through grade level learning, three Fountas & Pinnell reading assessments and three school wide write assessments across the year.

How do you teach Numeracy?
Numeracy learning is guided by the Common Core standards. Through our K-5 scope and sequence our numeracy learning is scaffolded across the grades to ensure age appropriate learning that challenges and supports our students in their learning. Our numeracy program is a balance of foundational skills and conceptual understandings.

Do you have specialist subjects?
Art exhibitions, drama showcases, music concerts, sports days, track & field events, swim competitions, Arabic language learning, cultural studies and more are all part of our excellent specialist teacher program.

Goals of the Elementary School:
Through an enriched American curriculum, DAA will:

- Establish a firm foundation in the core curricula of Literacy, Numeracy, Social Studies, Science and Health, through an inquiry-based pedagogy grounding in the Future Fluencies;
- Enrich the curriculum through age-appropriate activities in classes such as Art, Music, Physical Education, Library Media, Robotics and Coding, Arabic Language, Islamic Education, and Guidance;
- Enable students to gain an understanding of global issues;
- Provide an environment that celebrates and promotes maximum growth and development of children;
- Instill an interest in and an eagerness for learning that permits children to realize their fullest potential;
- Recognize and respond to the individual intellectual, physical, emotional, and social developmental patterns of children;
- Provide a program of active, child-centered learning based on a progression from concrete to abstract thinking.

3.1 FOUNDATIONAL SKILLS

The teaching and learning of foundational skills in the Elementary School is delivered through integrated cross-curricular units. Students explore various topics and engage in learning opportunities tailored to their interests, utilizing the Future Fluencies as a primary process for acquiring and demonstrating new knowledge. Our one-to-one iPad program facilitates effective utilization of technology for creativity. In addition, the Moral Education Program has been incorporated into all areas of learning.

The Literacy program in the Elementary School integrates skills that include reading, writing, word study, speaking, listening and language usage. The development of these skills is supported through the ***Readers & Writers Workshop*** approach in KG1 - Grade 5, as well as through the Hagerty, Handwriting Without Tears, and Words Their Way programs, as age and developmentally appropriate. Further enrichment and extension is provided through appropriate fiction and non-fiction works to gain a rich understanding of language and communication.

The study of Numeracy includes foundational computation, problem solving and real-life applications, using various tools and strategies inclusive of technology. DAA utilizes ***Eureka Math*** as a component of our math program, as well as other resources to provide concrete experiences that lead to conceptual understanding.

Our students are encouraged to exhibit an understanding of key scientific concepts and principles and develop their capacity for scientific thinking and processing through inquiry. Students study life, physical, earth and space sciences where they apply their knowledge and understanding via identifying and working towards solving real-world problems. The engineering and design cycle is an integral aspect of the problem-solving process.

In Social Studies, students are prepared to become responsible and active citizens in a global society They inquire into topics and engage in projects linked to relevant global issues. DAA uses a variety of instructional materials to support the program and integrates Arabic and global studies.

The curriculum uses an inquiry model to approach four dimensions of social science: developing questions, applying discipline perspectives, evaluating evidence, and taking action.

3.2 SPECIALIST SUBJECTS

In addition to the core curriculum, specialist programs (specials) for elementary students include Art, Arabic Language, Islamic Education (required for Muslim students), Music, Physical Education, Swimming and Library. Each special has a curriculum which supports the development of the child in their grade level. Health Education is also taught in tandem within the Physical Education (P.E.) Program.

3.3 ENGLISH LANGUAGE LEARNERS (EAL)

The DAA Elementary School Division is committed to differentiated instruction to attend to the individual needs of all students. In order to inspire excellence in academics for each child, we provide an English Language Learners (ELL) program that uses the ***sheltered immersion*** model and WIDA program, as applicable, to support ELL students in the mainstream classroom.

3.4 INCLUSION (SEND)

In DAA's continued commitment to the Dubai Inclusive Education Policy Framework, the Inclusion Program (SEND) is available for students who require additional support in all grades. This support is designed to assist students to achieve grade-level standards, as well as challenge and extend students who are achieving above grade level in the mainstream classroom. The Student Support Team provides planned accommodations, modifications, and teacher training and guidance. Further information can be found in the *Inclusion Handbook.*

3.5 COUNSELING SERVICES

Counselors support teachers and administration to ensure academic and behavioral success of each student. Counselors work with students individually, in small groups, and at the class level.

Counselors play an important role as part of the Student Support Team, with SEND teachers and administrators, to help identify and monitor students who may have additional learning and/or social, emotional, or behavioral needs.

The counselors utilize an array of approaches to accomplish these goals. They include, but are not limited to:

- Monitor results of MAP (Gr. 2 - 5) achievement assessment, and review achievement trends of individual students, classes, and grade levels;
- Support new student assessments, including a review of past school records, an individual assessment, liaison with English Language Learning staff in the assessments of ELL students, and parent/student orientation;
- Proactively create a safe and positive school environment;
- Support implementation of Moral Education, while also facilitating the development of self-responsibility, honesty, fairness, caring behavior to others, respect for self and others, and citizenship, in home country(ies), the UAE, and in the world;
- Support core value education in world citizenship, universal values, leadership qualities and forward thinking;
- Facilitate small group counseling focused on friendship, listening, and study skills, or other areas identified by classroom teachers as beneficial to their students.
- Provide grade-level presentations/classroom presentations;

- Organize and provide parent education sessions;
- Host individual meetings with parents/and or staff;
- Facilitate EA education seminars in conjunction with the Learning Support Department;
- Provide individual counseling with students;
- Support specialist classroom staff;
- Identify tutors for Elementary students, recommend tutors to parents for students experiencing academic challenges, and maintain a list of tutors available to DAA students;
- Along with the Student Support Team, make referrals to parents for educational psychological assessments.

The Elementary Guidance Program supports the academic, social, and personal development of each student.

3.6 ASSESSMENT

Student progress is reported to parents throughout the school year, as outlined below.

3.6.1 REPORT CARDS

Official Report Cards are issued three times a year, at the end of each trimester.

Teacher Narratives are an important part of these reports as our teachers ensure personal narratives with specific examples are part of the reports. The Progress Reports from Grade KG1 to Grade 5 also include indicators of progress made by each student towards achieving the curricular standards that are developmentally appropriate for each grade level. These indicators are:

PROFICIENCY DESCRIPTORS

MASTERING (MST) Learner provides compelling evidence demonstrating the transfer of concepts, knowledge and skills as indicated by the stated learning outcome (standard). Observable evidence of this level will include skills such as evaluating, justifying, synthesizing, proposing, and defending.

ACHIEVING (ACH) Learner provides sufficient evidence to securely demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Observable evidence of this level will include skills such as applying, analyzing, explaining, comparing, contrasting, organizing, and connecting.

APPROACHING (APP) Learner provides partial evidence to demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Additional focus and practice are needed to develop and solidify the learning outcome. Observable evidence of this level will include skills such as identifying, using/employing, classifying, completing, re-phrasing, summarizing, and describing.

DEVELOPING (DEV) Evidence provided by the learner has just begun to demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Observable evidence of this level will include skills such as recalling, identifying and repeating.

NOT ASSESSED (NTA) Learner was not assessed on a particular learning outcome (standard).

3.6.2 PARENT/TEACHER/STUDENT CONFERENCES

Parent/Teacher Conferences are held in October. These conferences are meant for teachers and parents to share information that will ensure their child has a successful year. In March, the school holds Student Led Conferences which are an opportunity for the students to share their work and set goads with their parents. Conferences may also be scheduled by request of either the teacher or the parents with Specialists. In addition, all teachers are available to meet with parents throughout the year, with prior appointments.

3.6.3 PROMOTION/RETENTION

Students that successfully complete the educational requirement of each grade level are promoted to the next grade level at the end of the year. Students that may need additional time to develop the skills needed for a grade level may be retained. Discussions will be held with the parents and the classroom teacher as soon as concerns about a student's success become apparent. The Counselor and Principal will also be involved in this decision where learning difficulties are indicated.

4.0 BEHAVIORAL GUIDELINES

4.1 PHILOSOPHY

We believe that all students should have the opportunity to develop to their fullest potential. Our school commitment is to guide students to become progressively more self-disciplined, responsible learners, able to work independently and cooperatively. We will provide a positive learning environment that is developmentally responsive to the social and academic needs of students. This environment, both in and out of the classroom, encourages a wide range of learning experiences, while emphasizing basic skills. We encourage close collaboration and partnerships with students, parents, and faculty. These partnerships will facilitate successful transitions by students throughout their lives.

GEMS أكاديمية جيمس دبي الأمريكية Dubai American Academy

#LEOPARDPRIDE

Perseverance | Respect | integrity | Drive | Empathy

ELEMENTARY BEHAVIOR EXPECTATIONS MATRIX

SETTINGS	EXPECTATIONS			
	RESPECT for Self	**RESPECT** for Others	**RESPECT** for the Environment	**RESPECT** for Learning
All Settings	-Give your best effort -Dress, speak and act appropriately -Persevere, even when things seem challenging - Demonstrate integrity at all times	-Be kind -Use good manners and appropriate language -Empathize with others feelings	-Recycle -Keep your school clean -Treat school property with respect	-Be prepared with resources and supplies -Respect what others say and do -Be a good listener
Hallways	-Walk to the right in single file -Use indoor behavior and voice	-Use an indoor voice level -Respect others personal space	-Keep your school clean -Enjoy others displays and space	-Remember to walk without disturbing other classes
All Learning Spaces	-Work quietly -Make good choices	-Respect equipment - Wait your turn - Leave things in their proper places	-Keep area tidy - Replace the things you use - Eat and drink elsewhere	- Share with others - Use appropriate sites - Use equipment appropriately
Gym	- Use appropriate dress/footwear - Use an indoor voice - Focus on the speaker - Participate	- Encourage others to do their best - Follow the expectations	- Respect equipment - Keep it clean - Food/drink free area	- Use your listening skills - Know and practice expectations - Pay attention
Outside	-Play safe -Follow instructions and rules	-Respect others personal space -Use good manners and appropriate language -Be a good sport	-Place litter in the garbage -Respect school property -Recycle	-Follow instructions and expectations -Be kind to classmates
All Eating Areas	-Put your things away - Make healthy food choices -Use proper manners	-Speak in an appropriate voice and only to the people at your table. -Keep your space clean	-Treat furniture appropriately -Inside behavior	-Use listening skills -Use your good manners.
Assemblies and Presentations	-Be a good listener -Keep your eyes on the speaker	- Respect the speaker - Be a good listener	- Food/drink free area - Respect property	- Sit appropriately with your group
Field Trips	-Dress, speak and act appropriately -Be curious	-Use good manners and appropriate language	-Place litter in the garbage -Recycle -Respect property	-Follow instructions and expectations -Be kind to classmates -Be a good listener
On the Bus	- Travel safely - Sit appropriately - Follow bus expectations - Follow indoor behavior expectations	- Be polite - Use an indoor voice level - Demonstrate courteous behavior - Follow the bus expectations	- Care for the bus - Wait in designated areas - Food/drink free area - Respect property	- Inside behavior

4.2 ELEMENTARY SCHOOL DISCIPLINE

We believe that a positive academic and social climate is necessary for student success. The responsibility for establishing this climate is shared by each student, faculty member and parents.

We value having students follow agreed upon expectations and guidelines, and it is important for students to understand their purpose. Part of the learning process involves making decisions and mistakes; however, we do expect that students will learn from their mistakes and demonstrate growth. The DAA staff uses a *positive discipline* approach and a valuing of strong student integrity that focuses on looking at misbehavior as an opportunity for learning and takes a restorative rather than punitive approach.

Our Discipline Philosophy:
When a child is struggling with reading, we teach strategies to read.
When a child is struggling with math, we teach strategies to solve problems.
When a child is struggling with behavior, we teach strategies to solve problems.

4.2.1 Expectations and Process

To ensure our school is a safe and respectful learning environment, we will undertake the following with staff and students;

- School leadership will review behavioural expectations with the school.
- Teachers will review the behaviour expectations with their students.
- Teachers will build positive relationships with students and parents to proactively ensure integrity is demonstrated by all their students.
- Staff will ensure they reinforce and recognize positive behaviour.
- Grade administrators and counsellors will work with teachers in support of behavioural issues.
- Teachers will ensure follow up by email and/or phone call (when appropriate) with parents regarding inappropriate behaviour.
- When student safety and/or continuous disruptive misbehavior occurs, the grade level administrator will become involved.
- For behavior that involves safety issues or egregious disrespect, an in-school suspension, out-of-school suspension and/or expulsion are consequences at the avail of grade level administrators.

4.3 SCHOOL EXPECTATIONS

4.3.1 LEAVING CAMPUS

Students are to remain on campus at all times during the school day. If students must leave because of illness, the school nurse will call the parents. Students may not excuse themselves from campus. If a parent wishes to take their child out of school before the regular dismissal time, the parent must notify the Elementary Office/s and teacher as soon as possible. The Office/s will issue a ‘release note’ at the designated time/day; this will allow the parent to collect their child from the class. Parents can not go directly to the classroom during instructional time.

4.3.2 DAMAGE TO SCHOOL

Students will be charged for all school property that is lost or damaged.

4.3.3 SCHOOL RESOURCES AND SUPPLIES

School resources are provided to all students on a loan basis. Students are responsible for books checked out by them and must pay for lost or damaged books. Students will also be charged for deliberate damage (including writing and graffiti) to books.

4.3.4 iPADS

iPads are provided by the school for students from K-5, for the purpose of creation and active engagement in learning activities. The iPads remain the property of DAA and are provided to students as a 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 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.

See section 5.7.2 for the guidelines on iPAD use at home and in the classroom.

4.3.5 PHYSICAL EDUCATION (P.E.) CLOTHING

Each student must have an appropriate uniform and shoes for P.E., including swimming, as per the uniform requirements. Please see Daily Uniform section for specific requirements.

4.3.6 LOCKER/CUBBY

Each student in Grade KG1 through Grade 5 has a locker/cubby allocated to them upon arrival at DAA. Students are not allowed to use locks as younger students often find it difficult to manage keys or combinations. Students should not keep any valuable items in the locker as DAA will take no responsibility for any valuables, money, mobile phones, games, etc. that are lost at school.

4.3.7 NUTS, CANDY, CHEWING GUM AND CARBONATED DRINKS

As students at this age are less able to manage their health conditions without the support of adults, he Elementary School has been designated as a nut-free environment. DAA does not serve any nuts in our cafeteria through our caterer Slices. Parents have been informed about our new nut free policy. The school has installed Epipen cases to ensure that they are in close proximity to classrooms, as well as any key areas of activity.

In an effort to maintain our facilities, DAA is a gum free campus. Candy and carbonated drinks are not permitted for sale on campus as per UAE Law.

4.3.8 POOL/GYMNASIUM SAFETY

Students are expected to abide by all pool and gym safety procedures explained by adults and supervisors.

4.3.9 SUPERVISION BEFORE AND AFTER SCHOOL

Morning
The school doors are opened to allow students to enter the building at 07:10. Students are then to wait on the playgrounds and ground floor reception area before going to their classrooms.

Afternoon
KG1 to Grade 2 students are dismissed at 14:45 and are escorted by an adult to the buses, or should be collected promptly from their class. Grades 3 to Grade 5 students are dismissed at 14:45. Students should be met promptly by their parents or other designated guardian at the front of the school pick up point or ride the bus. Parents and drivers should wait in the Foyer until classes are dismissed rather than waiting along the hallways. Waiting in halls distracts students and teachers, disrupting student learning.

Elementary students dismissed at 14:45 should either be promptly picked up by the parents (or their designate) or proceed to their bus. If a child is involved in a school-sponsored, after-school activity, the student should be met promptly at the completion of the activity. All KG1/KG2 students will be escorted by an adult to their after-school activities.

Students who are not met within 15 minutes of the dismissal times will wait in the reception area for their transport. Elementary School students and parents who stay after school may use outdoor playground facilities only and must be directly supervised by their parent/guardian. The playground is closed every Tuesday to allow staff to attend meetings and/or Professional Development.

Please send a note to the teacher if your child is going home in any way different from their routine. Students should make arrangements to go home with another student the day before and inform the school of the change in plans. If any change in plans occurs during the school day and a student is leaving with a different parent, please inform the School Receptionist or the Primary/ Elementary School Secretary as appropriate.

The campus is closed on Friday and Saturday except for special events.

4.3.10 ACADEMIC HONESTY

Honesty in school work requires that students do their own work. Students are expected to give credit to ideas, language or thoughts which are not their own. To take ideas, writing, or thoughts from someone else and pass them off as one's own is called plagiarism and is a violation of academic honesty. This can occur with print or non-print sources such as the Internet. DAA regards acts of academic dishonesty as a serious violation of the community's trust. Students who commit academic dishonesty will face serious consequences. If the offense is repeated, a student could be asked to leave the school. Any violation or suspicion of violation will be reported to the Principal immediately.

Plagiarism

Submitting words or ideas that are not your own without acknowledging the original author. This includes copying another student's paper, report, lab book, or assignment in whole or in part and submitting it as your own to a teacher or examiner. A superficial change of wording, structure, or conclusion is not sufficient to turn aside the charge of plagiarism.

5.0 RESPONSIBLE USE AND POLICY GUIDELINES

5.1 TECHNOLOGY - ACCEPTABLE USE POLICY

The intent of this policy is to give an overview of the acceptable and unacceptable use of these resources without exhaustively listing all possible uses and misuses. These guidelines are meant to define and enhance ethical, moral, and educational uses of the school Network and the Internet and provide procedural information.

We believe our school's technology offers vast, diverse, and unique resources to both students and staff. While our intent is to make Network and Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, vastly exceeds any disadvantages. Families should be warned that some materials accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Dubai American Academy and its staff will not be responsible for any damages suffered including but not limited to the loss of data or interruption of services, nor is the school responsible for the accuracy or quality of the information obtained through or stored on the system. In addition, no responsibility will be taken for any financial obligations that come from the unauthorized use of the system.

Revisions to the Social Media Policy are anticipated and will be communicated as soon as they are available.

5.2 PRIVILEGES, RIGHTS, RESPONSIBILITIES

1. Access to the school Network and the Internet is a privilege and vary according to the age/grade of the student.
2. All students will be required to submit a parental consent form prior to activation of the student's access privilege.
3. The generally accepted rules of Network Etiquette will be followed. In brief, they are:
    - Upon receiving your network folder, you will be given a password. Under no circumstances should you provide your password to another person.
    - Do not violate copyright by distributing material owned by others over the Internet.
    - Report any threatening or abusive communications you receive to a faculty member or the Director of IT.

5.3 ACCEPTABLE USE

1. All students will have access to the school Network and to the Internet.

2. Your right to free speech applies to your communication on the Internet. However, you should expect only limited privacy since Internet traffic can be tracked on the school's server. Network administrators, your teachers, and parents have the right at any time to request to see the content of your files.

5.4 UNACCEPTABLE USE

1. Students will not attempt to gain unauthorized access to the school Network or any other computer system.
2. Students will not attempt to compromise the system or destroy data by spreading computer viruses.
3. Students will not attempt to solicit funds for personal use, school use, or otherwise using the school's technology resources.
4. Students will not send or display offensive messages or pictures or use obscene language using the school's technology resources.
5. Students will not access websites that contain materials which are considered pornographic, violent, or insult/degrade the United Arab Emirates regarding religious and cultural beliefs.
6. Students will not engage in political campaigning or lobbying using the school's technology resources.
7. Use of email and chat rooms is limited to educational projects only and under supervision of a staff member.
8. Students will not add or alter any computer program nor will they download programs, games, audio, or video files from the Internet.

5.5 CONSEQUENCES OF VIOLATIONS BY STUDENTS

- First violation: device taken by the teacher for the remainder of the day.
- Second violation: device taken for a time determined by the teacher (greater than one day). Parents called..
- Third violation: device taken away by the teacher. Student will meet with grade level administrator and parents called in to meet with student, teacher and grade level administrator. Denial of access to the network for a length of time to be determined and suspension or possible expulsion will be determined after this meeting.

Please note that the level of discipline issued may vary from the above outline, based on the severity of the incident; specifically, some of the previous steps may be bypassed depending on the situation.

5.6 COPYRIGHT

Copyright laws apply to electronic publishing (web pages) in addition to print publishing. Web page developers must have written permission to publish information, graphics, or photographs on their pages when they are not the copyright owners.

5.7 STUDENT SAFEGUARDS

Any student information communicated via DAA web pages will comply with DAA policies on data privacy and public use of school records.

Web pages shall not include any student's surname, phone number, street address, or email address, the names of any student's family members or friends, or any information that indicates the

physical location of a student at a given time, other than attendance at a particular school or participation in school activities.

School maps may only identify venues used by the public, such as the main office, cafeteria, gym, athletic fields and parking lots.

5.7.1 PHOTO USAGE/IDENTIFICATION

Photographs published on web pages may not identify individual students by name without permission.

5.7.2 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, RazKids 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. You can refer to the Common Sense Media Curriculum for more details on this: What's the Big Deal About Internet Privacy?
- 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

6.0 STUDENT SERVICES

6.1 LIBRARY MEDIA CENTER SERVICES

The Library Media Centers are located on the ground floor next to the cafeteria, and on the first floor next to the Drone Aviary. Both libraries have over 15,000 items, including print books, e-books, audio-books, read-alongs, and magazines. The libraries also contain computers with Internet access, a Clever-Touch board, Makerspace areas, and the Follett Destiny system (online catalog).

Destiny allows students, teachers, and family to find books and other library materials via the Destiny app and can be utilized on any computer, iPad, or mobile phone at any time.

Students receive direct instruction in age-appropriate material search and location, database usage, and general research skills during their library visits. They also learn about the different literature genres along with skills and techniques that directly relate to Readers' and Writers' Workshop in their classroom. In the Makerspace areas, students are able to explore using inquiry learning, while sharpening their problem solving and innovation skills. They accomplish this by utilizing a host of robotic, coding, Lego, and creative materials that will change periodically. Students are able to work individually or collaboratively, as required.

DAA elementary students may also have access to the other divisional libraries, at the discretion of their teacher, in order to meet their individual needs.

6.1.1 LIBRARY ADMINISTRATIVE GUIDELINES - ELEMENTARY

1. Grades KG1-5 students may check out three library resources at a time. Items are checked-out for two weeks.
2. Students cannot check-out books or other library items on their parent's library account unless written instructions from the parent is given to the library.
3. If a student or parent has overdue items, library materials cannot be checked out until the overdue item/s are returned. Students can return library materials anytime or any day during the library open hours: before or after school, during recess, etc.
4. Books and other library materials must be returned on time. Students or parents that have library materials that are long overdue will be sent reminders via their child's passport.
5. Library materials that are lost need to be either 1) replaced with the exact title, or 2) paid for so it can be reordered. The patron will be billed the cost of the book/s, plus 25% for processing, shipping and handling. If the book/s are found within six weeks of payment, the amount paid will be returned to the patron. The book/s could also be replaced with the ***exact*** title book that was damaged, or, with approval from the librarian, another new book may be used.
6. Damaged books that cannot be put back into the collection will need to be replaced. The patron will be billed the cost of the book/s, plus 25% for processing, shipping and handling. The book/s could also be replaced with the ***exact*** title book that was damaged, or, with approval from the librarian, another new book may be used.
7. Books and materials may be collected for inventory at various times during the year; usually before winter break and/or at the end of the academic year. Report cards and transfer certificates will not be issued unless and books or materials are cleared.
8. Students who withdraw early must return library materials so their clearance form can be signed.

6.2 SCHOOL HEALTH OFFICE

There is one School Health Office at DAA. Health Office responsibilities include, administering first aid, treating minor ailments, health education, updating vaccinations and medical information, and liaising with the Department of Health and Medical Services.

We invite all new and returning families to drop into the Health Office and introduce themselves to our Health Office team. Should you have any questions or concerns, please feel free to contact us

any time during school hours from 7:25 AM - 3:30 PM at 0543077458 and we will do our best to assist you.

6.2.1 HEALTH FORMS

Along with your child's application forms, your registration package also contains 2 Health Forms.

Health Information Form
- Medical Consent Form
- Immunization Record – a copy is required

We would appreciate your help in getting your child's school health records completed. Kindly confirm with us any special medical concerns, conditions, and allergies, as well as any medication your child may be taking.

The Dubai Health Authority requires that these completed forms be kept on file to enable us to care for your child effectively. These forms must be completed and returned to the Health Office directly before your child begins school.

The school should be informed immediately of any change in telephone numbers to enable us to contact a parent or guardian in the event of sickness or accident. In the event of both parents being out of the country, an alternative contact number must be left with the Health Office and with the Registrar.

6.2.2 WHEN TO KEEP YOUR CHILD AT HOME

A sick child cannot learn effectively and is unable to participate in classes in a meaningful way. Keeping a sick child home prevents the spread of illness in the school community and allows your child the opportunity to rest and recover.

It is recommended to keep your child at home for the following reasons:
- Vomiting and/or diarrhea**:** A child with either of these problems should stay at home and return to school only after being symptom free for 24 hours.
- A temperature of 37.8c/100f. and above: Even if the temperature has been reduced with medication, please keep your child at home until they have been 24 hours without a fever.
- Conjunctivitis: Following a diagnosis of conjunctivitis (also known as "pink eye"), a child may return to school **24 hours after** the first dose of prescribed medicine.
- Rashes: Common infectious diseases with rashes are most contagious in the early stages. A child with a suspicious rash should return to school only after a doctor has made a diagnosis and the school nurse has seen your child before returning to the classroom. If you are in any doubt please take your child to see the school nurse before s/he attends class.
- Colds: Consider keeping your child at home if s/he is experiencing discomfort from cold symptoms such as nasal congestion and/or cough.
- Sickness: If your child is sick and unable to attend school, please call or inform the receptionist at 0543077458 or preferably email the teacher. Both should be done before 7:40 a.m. She will then pass on the message to the appropriate secretary and teacher.
- Collection of a sick child: Please collect your child within **30mins**, following a request call from a member of the nursing team.

6.2.3 SCHOOL MEDICAL EXAMINATIONS

The Dubai Health Authority requires that all students in both private and public schools entering **Grades 1, 5, 9 and 12**, as well as any students new to the school to have a health examination filed in the School Health Office. That examination can be done by the doctor of your choice and a report provided for our Health Office.

School Medicals will also be conducted on both campuses throughout the year by our school doctor and nurses. These exams include a basic head to toe assessment, height and weight measurements, as well as distance and color vision checks. If you wish for your child's medical exam to be conducted at the school, please ensure your consent form has been completed, signed, and returned to the Health Office.

6.2.4 MEDICATIONS

If your child is taking any regular medications during school hours, either on a long or short-term basis, it is necessary that these medications be given by our nursing staff for dispensing. All medications should be clearly labeled with your child's name, medication name, dose, and time to be given. Teachers are **not permitted** to administer medication to students except under special circumstances i.e. field trips, emergencies.

Students are **not permitted** to keep medications with them in the Elementary School campus with the **exception** of personal inhalers to prevent/treat asthma attacks in some cases.

6.2.5 VACCINATIONS

Provided here is the recommended vaccination schedule from the Dubai Health Authority. This schedule may vary from that in your own country. It is based upon recommendations for the region by the World Health Organization and Department of Health and Medical Services.

It is recommended that you discuss your child's vaccination schedule with your doctor and arrange for your child to have any required vaccinations.

We require a photocopy of your child's immunization record for our medical files and please inform us of any updates so that your child's health records can be kept current.

BCG – Tuberculosis

DPT/ DaPT– Diphtheria, Pertussis, (Whooping Cough), Tetanus

OPV/ IPV – Injectable/ Oral Polio Vaccine

HIB - Haemophilus influenza B

MMR – Measles, Mumps, Rubella

Varicella – Chicken Pox

Td – Tetanus, Diphtheria

HEP B – Hepatitis B

National Immunization Program

Age Vaccine	Birth	2 Mos	4Mos	6 Mos	12 Mos	18 Mos	5 - 6 Years
BCG	BCG						
Diphtheria, Pertusis, Tetanus		Dtap	Dtap	Dtap		Dtap	DPT
Haemophilus Influenza Type b		Hib	Hib	Hib		Hib	
Hep. B	HBV	HBV	HBV	HBV			
Polio		IPV	OPV	OPV		OPV	OPV
Pneumococcal		PCV	PCV	PCV		PCV	
Measles,Mumps,Rubella					MMR		MMR
Varicella					Varicella		Varicella

Combined Dose Single Dose

Mantoux – If child was not vaccinated against Tuberculosis, Mantoux or PPD skin test should be repeated every 2-3 years.

PVC Pneumococcal

6.2.6 FUN IN THE SUN

The sun and heat in Dubai are intense. Soaring temperatures can cause rapid dehydration and sunburns. Please provide a hat that can be kept in your child's locker to cover their heads when out in the sun and apply a high factor sunscreen every morning before coming to school to prevent sunburn and skin damage.

To prevent dehydration and overheating, please provide your child with a water bottle that can be refilled at one of our many water coolers and reinforce that your child continues to drink, drink, and drink water throughout the day. Help us to educate your child about the potential dangers of exposure to the elements in Dubai. Please label the bottle with permanent marker to ensure that it is returned to your child, in case it is lost or misplaced.

6.3 CAFETERIA SERVICES

An external vendor provides the food service program at DAA. The school has worked closely with the vendor to establish a program that meets the needs of the students and employees. Standards for these services are in compliance with Dubai Municipality guidelines.

Warning for student with allergies: Please bring food from home if you have concerns regarding the food provided in the cafeteria. There is no guarantee that the food provided by the external vendor is nut free. A copy of the menu and ingredient list will be available from the Health Office.

Students have a short break at mid-morning recess to enjoy a snack. This helps children to function at their optimum level throughout the morning. Students may bring a drink and a light snack of nourishing food (fruit, crackers). Eating will be restricted to the cafeteria, classrooms, and designated outdoor areas only. Students are not permitted to bring carbonated drinks and candy to school. Student nutrition and positive academic/social success are very closely linked, so parents are encouraged to send their children to school with healthy food options.

Out of respect for the religious and cultural values of our host nation, and in compliance with UAE law, pork products are not allowed at any in-class, or school-wide events.

6.4 LOST AND FOUND SERVICES

Lost and found items are kept in the cafeteria on the ground floor and a cupboard outside the first floor office. Students are encouraged to check these areas frequently. Watches, jewelry, and glasses are usually kept with the Principal's secretary for the first week. Any unclaimed items are donated to charity at the end of each trimester.

6.5 BUS TRANSPORTATION SERVICES

Limited bus transportation to Dubai American Academy is available via STS. Information on their services is available on our website: www.gemsaa-dubai.com under the heading of Admissions/Transport or with the division secretaries. Other bus services are independent contractors and are not associated with DAA**.** Parents are in no way restricted to the use of DAA

service and are welcome to investigate alternative bus transport services should they desire at their own expense and risk.

6.5.1 BUS BEHAVIOR GUIDELINES

All Bus services used by DAA students, including those that are independent of DAA, have established rules to ensure safety on the buses. Parents are advised to review these rules with the child.

STUDENT RESPONSIBILITIES

1. Students **MUST** treat the school bus monitor and bus driver with the same respect as they would their teachers.
2. Students **MUST** remain seated and wear their seatbelts throughout the bus journey, regardless of whether the bus is moving or still.
3. Students MUST be respectful at all times.
4. Students MUST speak quietly throughout the bus journey.
5. Students **MUST** be sitting forward on their seats at all times.
6. Students **MUST** keep the aisles and walkway clear at all times.
7. Students **MUST** report problems to the monitor and/or bus driver.
8. Students **MUST** be courteous when getting on and off the bus.
9. Students **MUST** only travel on their designated bus. If a temporary change is required, students **MUST** inform those involved (parents/school).
10. Students **MUST** be ready and on time for both departure and pickup.
11. Students **MUST** keep window curtains closed at all times.

DAA expects students to behave in a manner that is in line with the school's behavior expectations when riding on any bus.

Any incidents that occur on the bus should be reported to the bus driver and STS Manager for immediate follow-up in consultation with Elementary School Administration.

6.6 ACTIVITIES

An After-School Activities (ASA) Program is coordinated for elementary students. An effort is made to accommodate each student's first choice of activity, with other choices being offered based upon availability.

DAA has dozens of options for students. Some activities that have been offered in the past include soccer, cooking, arts and crafts, dance class, coding, Drama, ***Mad Science,*** karate, yo-yo, horseback riding, skiing, world languages, mask making, Student Council, Yearbook, creative writing, and musical productions. This program is designed as a service to our students. Sessions are generally 45 minutes in length and usually meet once a week for 8-12 weeks. Parents are encouraged to participate by organizing an activity to expand the offerings. Community members may also be invited to provide sessions after approval of the elementary office. Fees for the activities will vary.

7.0 HOME/SCHOOL COMMUNICATION

Communication between parents and school is a high priority at DAA. Parents receive notices throughout the year about school events. Classroom teachers typically create their own weekly blog via Seesaw. Information is also available on our website at www.gemsaa-dubai.com.

7.1 WEEKLY UPDATE

Each week a newsletter showcasing learning throughout the week and whole school news will come out from our Executive Principal.

7.2 SPOTS NEWSLETTER

Communication between parents and school is a high priority at DAA. Parents will receive notices throughout the year about school events as well as ***SPOTS***.

7.3 OPENING NIGHT

In September, a 'Back-to-School Night' is held to introduce parents to classroom expectations, a description of the year's curriculum, grade-level policies on homework, and other details related to the functioning of each class.

7.4 POWER SCHOOL

PowerSchool is DAA's new electronic student management system where student information will be collected and stored. The parent portal will be a gateway into the system giving parents access to real-time information that will include attendance in elementary school. Everyone stays connected.

7.5 CELEBRATIONS/BIRTHDAY PARTIES

We are updating our practice on the celebration of birthdays. Rather than each birthday being celebrated on the day, we are going to move towards a model of monthly birthdays celebrated on one day of the month (for example the last Thursday). This will limit the disruptions to student learning throughout the year.

Guidelines:

- All birthdays for the month celebrated on one particular day.
- Duration should be about 20 minutes at the end of the day.
- Encourage parents of students with birthdays to come to school with a collective approach to the celebratory snacks.
- Snacks need to be individual in nature, not a cake to be cut and distributed.
- Individual's actual birthdays may still be recognized on their birthday but this would be teacher and student driven only.

7.6 PARENT SUPPORT AT HOME AND SCHOOL

There are many ways in which parents can support the school program and their children both at home and in school.

7.7 APPOINTMENTS WITH SCHOOL LEADERSHIP AND COUNSELORS

While you are always welcome in the Elementary School, if you would like to discuss a specific issue, we strongly encourage you to contact the appropriate secretary to schedule appointments with the Elementary Leadership Team or Counselor(s). If the issue concerns a particular staff member, the parent should make an appointment to discuss their concerns with that person directly via email, phone, and/or message left with the school secretary or receptionist. If after meeting with the staff member directly there is still a concern, only then should the office be contacted.

7.8 LEGAL STATUS OF STUDENTS

All students attending DAA are required by the UAE Law and DAA Policy to live with their parent/s or legal guardian throughout the school year.

7.9 EXTENDED PARENT ABSENCES

DAA students should always have proper home supervision by a parent. If, due to an emergency, you will be out of town and your child will not be under your direct supervision, please send a formal letter to let us know who will have guardianship responsibilities.

7.10 DAA PARENT ASSOCIATION (DAAPA)

DAAPA supports the development of a sense of unity and community among parents, faculty, administration, students, and staff by cooperating in different capacities to enrich the lives of the students and guide parents toward a better understanding of the aims, policies, and philosophy of Dubai American Academy. The achievement of these aims relies upon the cooperation of every parent. All parents of students enrolled in Dubai American Academy are automatically members of the Parent Association. DAAPA is an important part of our school community, and we encourage all parents to get involved and/or support Association activities throughout the year, i.e. the Santa's Workshop and the Spring Family Festival.

7.11 SHARING EXPERTISE

Teachers welcome parental expertise on topics related to the curriculum. Parents willing to be guest speakers or to share collections and artifacts should inform the classroom teacher of their areas of interest. Parent presentations at assemblies are also greatly appreciated.

7.12 HOMEWORK

Elementary School Philosophy: When homework is an engaging and relevant learning activity that is purposefully designed and connected to learning expectations, it can positively influence student learning. High quality homework assignments can (a) introduce, extend, or elaborate on new learning (b) activate prior knowledge, and/or (c) improve speed and accuracy with important skills and processes. Effective homework assignments cultivate positive, open school-home partnerships

between teachers and parents, while providing students with opportunities to create authentic products and rehearse important academic skills.

Although students often need to practice academic skills at home to master them, the best "homework" for 4 to 8 year-olds is their active engagement in activities that help them develop socially, emotionally, and academically. Such engagement can involve play, socializing with friends and family, participating in sports or other physical activities, taking music lessons, etc. As students learn to read, we ask them to read independently nightly to improve their fluency and comprehension.

HOME LEARNING GUIDELINES

As an inquiry school, homework that goes home should involve a connection to the classroom learning. It should enhance and reinforce concepts taught and explored. We believe any homework sent home should foster a positive interaction between child and parent where the parent can add their child's knowledge and understanding of classroom learning.

Reinforcing of basic foundational skills can also be encouraged at home through:

- 20 minutes of reading each night (shared and independent reading activities). This time can increase in the older grades.
- Math games to reinforce addition, subtraction, multiplication and division facts.
- Journal writing.
- The use of various apps that will reinforce foundational skills and provide opportunities for the students to challenge themselves as self-directed learners (IXL, Khan Academy, Epic, etc)

The best home learning is one that involves experience. Dubai provides many opportunities in the form of museums and interactive experiences for parents and students to make school learning come to life.

7.13 FIELD TRIPS

Field trips are activities that are designated to enhance student learning. Students are expected to give the teacher in charge and all chaperones full cooperation. All school rules apply. No student is allowed to go on a field trip without a signed permission slip. We cannot accept phone permission.

8.0 QUESTIONS? WHOM TO CALL FIRST?

DAA Telephone: 971-4-704-9777

Elementary Administration:	Executive Principal	
	Grade 4-5 Administrator (Principal)	
	Grade 2-3 Administrator (Assistant Principal)	
	KG1-Grade 1 Administrator (Assistant Principal)	
	Director of Learning K-5	
	School Counselors	
	Health Office	
	Librarian	
	Heads of Grade	
	Registrar	
	Secretaries	
	Accountant	
	Administration Officer	
School Related Issues:	After School Activities Program	ASA Coordinator
	Curriculum/Accreditations	Curriculum Coordinator
	Finance/Tuition	Accountant
	Health	Office
	Bus Transport	STS Officer
	Food Services	Slices Catering
	Classroom teacher	Via e-mail to the teacher
Communication	Activities/Calendar	Secretary to Principal
	SPOTS Newsletter	Publications/
	Weekly Update	PRE
	Parent Association (DAAPA)	DAAPA representatives