



GEMS

أكاديمية جيمس دبي الأمريكية

Dubai American
Academy



HIGH SCHOOL HANDBOOK



WELCOME TO DUBAI AMERICAN ACADEMY

Dear High School community,

Welcome to the high school at Dubai American Academy. We provide a diverse, challenging academic and activities program that creates opportunities for all students. Our “culture of kindness” sets us apart from other schools in a very special way.

The purpose of this handbook is to provide the high school community with important information that will help you become more familiar with all aspects of the high school program. Please take the time to read through the handbook and if you have questions or concerns please come to us for clarification.

We recognize that the high school years are essential in building a foundation for happiness and success in life. Our enthusiastic, caring and highly qualified professional staff provides students a safe and stimulating environment in which to learn. We believe that it is important to create a program that is balanced and rich in core academic and co-curricular activities. We strive to provide students a stage upon which they may excel in activities that involve leadership and global understanding. We strongly promote a culture that fosters positive self-esteem and a sense of belonging by celebrating the achievement and success of each student.

I look forward to getting to know all members of our high school community over the school year. A school’s success is positively influenced by a cooperative partnership between students, parents, and school; please accept our sincere invitation to play an active and productive role in this partnership by engaging in the learning process.

Sincerely,

Tammy Jochinke
High School Principal

James Atkinson
High School Assistant Principal

Josh Doubleday
High School Assistant Principal

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1.0 DAA MISSION AND VALUES





1.1 MISSION

Dubai American Academy 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 the extra-curricular experiences that contribute to the development of the whole person.

A skills-based education founded on the GEMS Core Values

GEMS Core Values	DAA prepares its students to be:	DAA's vision
 Global Citizenship Make an active contribution to the community	Engaged	Our students are active planners and participants in various school, community, and international initiatives.
	Empathetic	Our students care about their communities and the people within them, demonstrating compassion by helping others.
 Pursuing Excellence Work to continually exceed expectations	Reflective	Our students are independent, critical thinkers prepared to take on social, academic, and personal challenges.
	Multi-faceted	Our students thrive in varied domains, including athletics, fine arts, and academics.
 Growing by Learning Strive to develop your potential	Inquisitive	Our students are curious about the world around them, always questioning and seeking greater understanding.
	Adaptive	Our students have the ability to succeed in today's rapidly changing world and can adjust their thinking in different contexts.
 Leading Through Innovation Find the courage to challenge convention	Innovative	Our students apply new ideas, new ways of thinking, and new approaches to problems.
	Collaborative	Our students come together to share ideas and to build from others' strengths.

1.3 GEMS CORE EDUCATIONAL VALUES

Dubai American Academy is a GEMS school. 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.

World Citizenship

Students in GEMS schools learn about the world and the people in it from an early age, developing an awareness of different cultures and countries. By exploring the world, they become socially, culturally, economically and environmentally aware and learn about their responsibilities as world citizens. They learn to adopt a global perspective and understand how they can make a difference in the global community.

Universal Values

Our Universal Values Program helps students develop the values, principles and ethics that are respected, admired and accepted in all cultures around the world. Students are taught healthy social attitudes and a spirit of humanity, providing them with the ethical foundation and solid social skills to guide them through life.

A variety of activities and experiences based on the understanding of universal values teach students to make positive contributions to others, their schools and the community.

Leadership Qualities

From an early age, our education programs encourage students to explore and question, to seek solutions, to make informed decisions and to solve problems. They learn to demonstrate tenacity and to express themselves confidently.

Through the development of these skills and others, our Leadership Programs are aimed at developing each students' own individual potential for leadership – either as a motivator of others or of themselves, discovering and excelling in their own specialist area.

Forward Thinking

Dubai American Academy is committed to creating a 21st Century Learning Environment. To make that vision a reality, DAA follows the BYOD (Bring Your Own Device) model where each student brings a laptop or device to school and uses that tool to learn, explore and inquire each day.

In addition to extensive course offerings, the 21st Century Skills of communication, critical thinking, collaboration, and creativity are developed throughout the curriculum and across disciplines. Information, media, technology and research skills are essential for students to be successful in the 21st Century and DAA will continue to strive to be a leader both locally and regionally as a model 21st Century Learning Environment. Dubai American Academy pedagogical approach focuses on our Future Fluencies – mastery of multiple literacies and fluencies to support genuine world-class learning, personal growth and future readiness. The future fluencies include: Solution fluency; Media Fluency; Information Fluency; Creativity Fluency; and Collaboration Fluency. Further information can be found [via this link](#).

2.0 DAA PHILOSOPHY/GOALS/FACILITIES

2.1 PHILOSOPHY/BELIEFS:

- An atmosphere of trust enables children to question, to take risks, to collaborate, to assume responsibility for independent work and to pursue individual interests.
- Our commitment to advocating, teaching and respecting a diverse student body from cultures throughout the world, fosters peace, justice and global understanding.
- We believe that the diversity of our student body provides the foundation for creating involved global citizens in our rapidly changing world. We make the effort to appreciate, embrace and celebrate our differences.
- Our approach is guided by respect for children's individual differences, by recognizing their inherent capacity for growth and planning activities that shape learning and provide opportunities for student success.
- We recognize that each student learns differently. We provide equitable learning opportunities for our students and encourage them to be active participants in their educational plan.
- We explore, as much as possible, all the cultures that this world has to offer and at the same time not only investigate our differences but also realize our common oneness.
- Our students are encouraged to explore their interests and strengths and to develop their own distinct, individual personalities in order to inspire them to expand their way of thinking.
- We believe that quality education is provided through building bridges of trust, communication, transparency and common goals between the home and school.
- Students have the opportunity to excel as individuals and work as members of a team.

2.2 GOALS:

- We strive to achieve excellence in education.
- We accept primary responsibility for attending to the intellectual and academic needs of each student.
- We promote and model the desire for life-long learning in our students.
- We give priority to the development of an outstanding teaching staff, well-balanced program and a safe and efficient physical learning environment to ensure student success.
- We encourage self-expression where appropriate and all members of the community are expected to respect the rights of others and to acknowledge responsibility for their own actions.
- We strive to develop a global perspective and promote international understanding.

2.3 FACILITIES:

DAA moved to the current campus in July of 2017. It is located in the Al Barsha 1 district of Dubai, off Sheikh Zayed Road and Hessa Street. More specific information regarding the campus and facilities can be found on the school website at: <http://www.gemsaa-dubai.com/>.

2.4 CAMPUS SECURITY

DAA follows stringent guidelines for safety and security that are 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. Students are allowed into the High School starting from 7:15 in the morning. Any students who need access prior to 7:15 should have made arrangements with the supervising teacher/coach and communicated in advance to security personnel.

3.0 HIGH SCHOOL PROGRAM

3.1 GOALS OF THE HIGH SCHOOL:

Through an enriched American curriculum combined with the IB Diploma Program, with the addition of AP options, DAA will:

- Provide an extensive program of experiences and a firm academic grounding in English, Social Studies, Science, Mathematics, Foreign Language, Physical Education, Health, Technology and the Arts;
- Enable students to gain an understanding and appreciation of the UAE and cultural diversity found in the DAA student body;
- Encourage learning by discovery through various strategies allowing multiple opportunities for collaboration, discussion and iterative process.
- Enhance students' abilities to make sound independent decisions through classroom activities and active involvement in a variety of school activities;
- Encourage students to explore interests and ideas independently in and outside of the classroom;
- Assist students to understand their own needs, decisions, attitudes and behaviors.

3.2 ORGANIZATION:

3.2.1 FOUR WEEK, 20 DAY BLOCK SCHEDULE:

DAA follows a four week rotating block schedule. Some of the reasons for following a block schedule are:

- To increase the time that students spend in quality learning situations.
- To encourage the use of a variety of instructional models.
- To provide for a more in-depth exploration of topics.
- To improve school climate and decrease stress on teachers and students.
- To accommodate different learning needs.
- To focus on fewer subjects at one time.
- To broaden higher order thinking skills by manipulating information and ideas.
- To allow students to demonstrate their knowledge and understanding of concepts and content through alternative assessment.
- To facilitate substantive discourse with one another and with their teachers.
- To learn valuable research and organizational skills.

Week 1					Week 2				
Group A	Group A	Group B	Group B	Group A	Group B	Group B	Group A	Group A	Group B
Day 1 Sunday	Day 2 Monday	Day 3 Tuesday	Day 4 Wednesday	Day 5 Thursday	Day 6 Sunday	Day 7 Monday	Day 8 Tuesday	Day 9 Wednesday	Day 10 Thursday
A-1	E-5	D-4	H-8	C-3	G-7	B-2	F-6	A-1	E-5
B-2	F-6	A-1	E-5	D-4	H-8	C-3	G-7	B-2	F-6
C-3	G-7	B-2	F-6	A-1	E-5	D-4	H-8	C-3	G-7
D-4	H-8	C-3	G-7	B-2	F-6	A-1	E-5	D-4	H-8
Week 3					Week 4				
Group A	Group A	Group B	Group B	Group A	Group B	Group B	Group A	Group A	Group B
Day 11 Sunday	Day 12 Monday	Day 13 Tuesday	Day 14 Wednesday	Day 15 Thursday	Day 16 Sunday	Day 17 Monday	Day 18 Tuesday	Day 19 Wednesday	Day 20 Thursday
G-7	B-2	F-6	A-1	E-5	A-1	E-5	D-4	H-8	C-3
H-8	C-3	G-7	B-2	F-6	B-2	F-6	A-1	E-5	D-4
E-5	D-4	H-8	C-3	G-7	C-3	G-7	B-2	F-6	A-1
F-6	A-1	E-5	D-4	H-8	D-4	H-8	C-3	G-7	B-2

ROTATING SCHEDULE

Timings of the day:

Sun, Mon, Wed, Thur - **07:20-14:55**. Students are expected to be picked up from school by 3:15pm. If they are staying after school, they must be under the direct supervision of a teachers/ DAA staff member.

Tuesday timing- **07:20-13:50**

Please note on Tuesday's students must leave campus at **14:05**, to accommodate for Teacher Professional Development.

HS CLASS TIMINGS

REGULAR SCHEDULE: SUNDAY, MONDAY, WEDNESDAY, THURSDAY		TUESDAY SCHEDULE	
TIME	PERIOD	TIME	PERIOD
7:20-7:30	MEA Attendance /Homeroom	7:20-7:30	Homeroom
7:30-7:40	PASSING TIME	7:30-7:35	PASSING TIME
7:40-9:05	PERIOD 1	7:35-8:35	PERIOD 1
9:05-9:30	TEACHER OFFICE HOURS/QUIET STUDY	8:35-8:40	PASSING TIME
9:30-9:50	BREAK	8:40-9:40	MEA
9:50-11:15	PERIOD 2	9:40-10:00	TEACHER OFFICE HOURS/ QUIET STUDY
LUNCH 1	PERIOD 3	10:00-10:15	BREAK
11:15-12:00	11:20-12:45	10:15-11:15	PERIOD 2
PERIOD 3	LUNCH 2	LUNCH 1	PERIOD 3
12:00-1:25	12:45-1:30	11:15-11:45	11:20-12:20
1:30-2:55	PERIOD 4	PERIOD 3	LUNCH 2
		11:45-12:45	12:20-12:50
		12:50-1:45	PERIOD 4

3.2.2 THE HIGH SCHOOL MORAL EDUCATION & ADVISORY PROGRAM

Student learning encompasses much more than academic grades printed on a report card or transcript. As such, Grade Level Advisors will, in coordination with high school counselors, Dean of

Students and High School Administration, will monitor and enrich the social, emotional and interpersonal growth of all of our students.

High school students are placed in groups under the supervision of an advisory teacher which meets for 10 minutes at the start of each day and also once a week for an hour long session. The advisory group provides students with a sense of belonging as well as a sense of community. Advisory is also intended to help empower students to develop lifelong leadership skills. The ministry’s Moral Education program is a main component of advisory.

The advisory teacher acts as advocate and first line advisor for his or her students. The main aim of advisory is to provide students with a caring individual who is readily accessible, who will monitor the student’s educational progress, encourage the student to participate in service opportunities, and serve as a liaison between the school and the home.

3.3 CURRICULUM

DAA follows the American curriculum using the Common Core standards for ELA and Math, Next Generation Science Standards (NGSS) for Science, C3 Framework for Social Studies, MOE national document for Islamic and Arabic and the Connecticut State Standards for all other subjects. Students have the option to pursue the IB diploma, IB certificates or AP courses. General information for the IB can be found [here](#). AP information can be found [here](#). For more information on individual course offerings please refer to DAA’s Program of Studies.

3.3.1 THE HIGH SCHOOL GRADUATION REQUIREMENTS

Students enroll in courses according to graduation requirements, the student’s abilities and interests, and previous educational experience. All Grade 9 students must take English, History, Science, Math, PE and Arabic. All grade 10 students must take English, History, Science, Math, and PE. Students earn credits at the end of the semester upon successful completion of courses. A minimum of twenty-two (22) credits are required for graduation. Arabic and Islamic requirements must also be met where appropriate.

The following subjects must be successfully completed. Each year’s performance achievement will be reviewed to ensure all students will eventually meet graduation requirements.

Course	DAA High School Graduation (minimum) Requirements	ACT/SAT College Recommended Credits
English	Four (4) credits	Four (4) credits
Social Studies / Social Science	Three (3) credits	Three to Four (3-4) credits
Science	Three (3) credits	Three to Four (3-4) credits
Mathematics	Three (3) credits	Three to Four (3-4) credits

Foreign Language	Two (2) credits	Two to Three (2-3) credits
Physical Education/Health	Two (2) credits	
Fine Arts	Half (.5) credit	
Electives	Five and a half (5.5) credits	

While most courses are one academic year in duration, courses are divided into two distinct semesters for grading purposes, and credits are awarded by semester. Grade 9 and 10 students are expected to take a full course load of 8 subjects per semester. Islamic students are given the option of half a block of a study hall. Study Halls are options for grade 11 and 12 students only and this should be decided based on consultation with their counselor. Students with a minimum GPA of 3.3 and an exemplary behavior record may be considered for an “unsupervised” study hall in the senior lounge, library of HS breakout spaces. **It is strongly recommended that all students be enrolled in at least seven courses each semester. Any Junior or Senior wishing to take less than 6 credits per year must have written permission from both their counselor and the HS Principal.**

All Non IB Diploma students must register CAS Experiences throughout the school year. CAS Experiences must include a minimum of 5 hours of dedicated Service and 10 hours of combined Creativity, Activity and further Service hours. Students must demonstrate participation in all aspects of the CAS Experiences.

Below are the hour requirements:

- Grade 9: 15 hours total - 5 hours of dedicated Service and 10 hours of combined Creativity, Activity and Service.
- Grade 10: 15 hours total - 5 hours of dedicated Service and 10 hours of combined Creativity, Activity and Service.
- Grade 11 & 12: 30 hours total over 2 years - 10 hours of dedicated Service and 20 hours of combined Creativity, Activity and Service.

3.3.2 INTERNATIONAL BACCALAUREATE (IB) PROGRAM

3.3.2.1 What is the IB Diploma?

The International Baccalaureate (IB) is a two-year Diploma program designed for students aiming at College or University. Students take six academic subjects, three at Higher Level and three at Standard Level. In addition, they have to complete a program of co-curricular activities, to complete a course investigating the nature of knowledge, and to produce a piece of personal research. The aim of the program is to develop critical thinking while encouraging an international perspective.

3.3.2.2 What are IB Certificates?

A Student wishing to gain maximum benefit from the IB should enter the full Diploma program, as it is designed to achieve a balance of disciplines and levels. However, it is

possible to take the external examination in individual subjects. In these cases the student will be awarded an IB Certificate recording the level of achievement in those subjects. Higher Level courses may be regarded as “honors” or “advanced” courses and may allow credit and/or advanced placement at some colleges and universities if the examination result is good. Students who chose not to take the full IB Diploma can also choose AP Courses as part of their studies.

3.3.2.3 How does IB fit in with the DAA High School Diploma?

At DAA it is possible to qualify for a DAA High School Diploma at the same time as working for an IB Diploma as long as certain graduation requirements are met. Many DAA High School courses follow the IB syllabus and credit is given with grades being recorded on a student’s DAA transcript in the normal manner.

3.3.2.4 Exam Fees

All year two IB courses, including TOK (Theory of Knowledge), are subject to an external fee determined by the IBO. This fee is due during the first quarter of the second year of the course. Registration in an IB course is an indication that the student will sit the final exam in the course.

3.3.3 AP COURSES

AP courses are open to all non-full diploma students in grades 11 and 12, depending on teacher recommendation. Grade 10 students may take AP courses with teacher recommendation, but priority for placement will go to grade 11 and 12 students. Students will not be placed in an AP course in grade 9 or 10 if they have not gained teacher recommendation. AP program offerings will be reviewed on a yearly basis and subject to change due to demand. Registration in an AP course requires students to sit the external exam in the course. It is possible to ‘Challenge’ an AP course not offered at DAA, this would be a self-study course and the AP coordinator will sign the student up for the exam, all exam fees would be paid by the student.

3.4 ASSESSMENT

3.4.1 PHILOSOPHY

DAA believes that assessment is an integral part of the learning process. Assessment should be authentic and varied while encouraging students to showcase the knowledge and skills that they have acquired in the learning process. DAA believes that formative assessment should underpin all other forms of assessment and that feedback plays a fundamental part in the learning process. Assessment should offer students, parents and other stakeholders a valid and reliable indication of student progress and attainment.

Please see Appendix 1 for the full high school assessment policy.

[Link to assessment policy](#)

3.4.2 GRADING PROCEDURES

Semester assessments are required for Grades 9-10 and all non IB subjects. At the end of the first and second semester, DAA sets aside time for semester examinations or appropriate summary assessments. A special exam schedule with lengthened exam periods is created for these exams. Students will take no more than two exams per day. Grade 11 IB classes will sit similar semester exams in Semester 2 only. In grade 12, the Mock (Practice exams) for the IB take place.

First semester exams will cover all the material taught in the first semester. Second semester examinations at the end of the year will cover all second semester material and may cover concepts, skills, topics and information from the entire year's work.

Semester grades in all high school classes are determined using the following formula:

Grade 9, 10 and electives

First and second semester:

Semester work - 70%

Final assessment - 30%

Grade 11 (IB courses):

First Semester:

Semester Work - 100%

Second Semester:

Semester Work - 70%

Final Assessment - 30%

Grade 12 (IB courses):

First Semester:

Semester Work - 100%

Second Semester:

Semester Work - 50%

Mock Exam - 50%

Grade 11 and 12 (non-IB courses)

First Semester:

Semester Work - 70%

Final Assessment - 30%

Second Semester:

Semester Work - 70%

Final Assessment - 30%

AP Courses:

First semester:
Semester work - 100%

Second Semester
Semester work - 50%
Mock Exam - 50%

*Art and PE will have 100% semester work for each semester across all grades and subjects.

3.4.2 ABSENCE DURING EXAMS

If a student is absent for *any* major assessment - including in-class and end-of-semester exams - they must bring a doctor's note in order to be excused for this absence. When a doctor's note is presented to the attendance secretary the student will be allowed to make up the exam.

Should the student and/or parent not provide a doctor's note justifying the absence, the incident will be reported to HS administration who will advise the student on the next step.

3.4.3 REPORT CARDS

Parents and students should have continual access to grades at any time via the school information system, PowerSchool. At the end of each semester a full report card will be available electronically, instructions on accessing this report will be sent home. We encourage parents to monitor grades regularly and to contact teachers if they have questions or concerns about student progress.

Achievement grades are given in each class. Grades are assigned using letters as symbols as follows. The table below outlines the requirements set by KHDA. There is an additional weighting of 0.25 added to IB or AP classes.

<u>LETTER GRADE</u>		<u>GRADE POINTS</u>	<u>PERCENTAGE</u>
A+		4.0	97 – 100
A	Outstanding Achievement	4.0	93 – 96
A-		3.7	90 – 92
B+		3.3	87 – 89
B	Good Achievement	3.0	83 – 86
B-		2.7	80 – 82
C+		2.3	77 – 79
C	Satisfactory Achievement	2.0	73 – 76
C-		1.7	70 – 72
D+		1.3	67 – 69
D	Unsatisfactory Achievement	1.0	65 – 66
D-		0.5	Below 65
F	Failing	0	Below 60

CODES

CRDTS	Course Credits
GPA	Grade Point Average
NG	No Grade
INC	Incomplete
W	Withdrawn

3.4.4 ALTERNATIVE GRADING

<u>GRADE</u>	<u>ELIGIBILITY</u>
NG	To be eligible for a “NG” grade the student must have been placed in a class past the midpoint of the marking period or have been absent from school for an extended period of time due to an illness.
INC	If, due to legitimate extenuating circumstances, a student cannot complete the required work for a specific marking period, the teacher may enter an “INC” as the grade for the report card. The student has a maximum of ten (10) school days from the last day of the previous marking period to complete all incomplete work.

The teacher determines the exact number of days within the ten-day limit. **If the work is not made up within the specified time limit, incomplete work will receive a failing grade and the marking period grade will be computed.**

Students will not be eligible for the honor roll or have their GPA computed until all “INC” grades have been completed.

3.4.5 SPECIAL ACCOMMODATIONS FOR IB EXAMS

Any student who has **not** been evaluated for a learning difficulty by January of their Junior Year, then DAA might not be able to have an Individual Learning Plan (ILP) written or accommodation requests pursued on their behalf.

3.4.6 ACADEMIC PROBATION

If a student is performing below a 2.0 GPA for a semester, is not on track for graduation, or is flagged by their counselor, s/he will be placed on academic probation and will be monitored by their counselor, teachers and HS admin. After a student is placed on Academic Probation, increased focus will be placed on improving academic performance by all stakeholders. In addition, a student may be asked to keep an academic standing tracker to ensure progress in all classes is consistent. Students may be asked to withdraw from DAA if they are not on track to fulfill graduation requirements.

If a student is placed on Academic Probation, he/she could be excluded from co-curricular participation (sports, clubs, etc.) as determined by HS Administration.

3.4.7 PROMOTION/RETENTION/NON-CONTINUANCE

Students in grades 9-12 are promoted based upon the completion of a specific number of credits. The number of credits required for promotion is:

<i>FROM GRADE</i>	
9 to 10	6 credits
10 to 11	12 credits
11 to 12	18 credits
Graduation	22 credits

Students failing to meet the academic and / or behavior expectations of DAA may be required to leave at any time during the academic year as deemed appropriate by the Principal in consultation with the Superintendent. Students may be asked to take part in credit recovery courses if they fail to pass certain subjects that are required for graduation.

3.4.8 CHANGING OR WITHDRAWING FROM A COURSE

9, 10 and/or non-IB subjects: In grades 9 and 10 most courses are pre-selected for them as outlined by the KHDAs criteria for an American High school curriculum. There are courses however such as math and the languages which students will be placed into based on their level as determined by a placement and or externally benchmarked exams (MAP, CAT4). In terms of electives, students have a wide range of choices. Students are provided with several course selection sessions during the school day and after school in addition to the program of studies. Ahead of the course selection process, it is imperative that students choose the courses that they want to take as there is no change at the beginning or during the semester. The only exception are Math level changes, which are treated the same way as an AP level change. Please note that changes can not occur in the last two months of the semester.

All G11 and 12 Non-IB Courses: During school days 1-8 of each semester, course changes can occur without penalty, as long as the change is possible within the student timetable. Please note that changes can not occur in the last two months of the semester.

Withdrawing from any course

During school days 9-20 of each semester, course changes can occur but it will be processed as a withdrawal, which is represented as a “W” on the High School Transcript. At this point a student can add an additional course. They will be expected to make up the missed work but will earn full credit for the course upon successful completion of all course requirements. Students are not permitted to change courses after school day 20. The only exception are Math level changes, which are treated the same way as an AP/IB level change.

IB I students: Grade 11 students are permitted to change level, SL/HL, in the first year of an IB course with the approval of the relevant teacher, their counselor and the IB Coordinator. Please note that this change is only permitted within the same subject. Please note that changes can not occur in the last two months of the semester. See permitted changes for IB Math 1 Math classes.

IB II students: Grade 12 students are allowed **no level changes**. IB courses are a two-year commitment. It is assumed that students will complete the entire two years of each IB course and after the 1st of November, students will assume the examination costs of all IB exams.

3.4.8 (A) MATH TRANSITION

Placement for Grade 9 in Semester 1

Allocations for Math will happen prior to students entering high school and will be based on factors such as previous Math class taken, performance, ongoing grades and teacher recommendation.

Placement for Grade 9 in Semester 2

The Grade 9 Semester 1 Math Exam will be designed as follows

Integrated Math II Ext : Section A: Common Section to Integrated Math II
 Section B: Particular to Integrated Math II and Integrated Math II Ext

Integrated Math II: Section A: Particular to Integrated Math II
 Section B: Common Section to Integrated Math II and Integrated Math II Ext

Continuing in Integrated Math II Extended

Students consistently performing well and demonstrating sufficient proficiency with the material and pace throughout semester 1 **and** on the common part of the semester 1 exam will be offered the opportunity to remain in the Extended classes for semester 2.

Changing to or from Integrated Math II Extended

From Integrated Math II Extended to Integrated Math II

If the criteria to remain in the Extended class is not evident, it is in the best interest of the student to start semester 2 in the Integrated Math II class. **Teachers** may recommend (based on the semester performance and the semester 1 exam) that the student will be moved to Math 9.

To Integrated Math II Extended from Integrated Math II

As students progress and gain confidence in Math, encouragement and opportunity is given to take on the additional challenge offered by the Extended classes if there is space in those classes for additional students. In order to be eligible to be placed in the Extended Math class, students must consistently demonstrate the necessary proficiency, understanding and required work ethic in their Math class throughout the semester 1 **and** in addition demonstrate the required knowledge and skill on the common section of the semester 1 exam.

Otherwise, students will continue in the same class as semester 1.

Placement for Grade 10

Mathematics teachers will make recommendations for the allocation of students to grade 10 math classes early in semester 2 of grade 9. To be placed in Integrated Math III Extended, students must already be performing to an appropriate level in the Integrated Math II Extended class **and** have demonstrated sufficient proficiency on the common section as will be outlined below. To be placed in Integrated Math III advanced, students must already be performing to a high level in the Integrated Math II Extended class and have demonstrated sufficient proficiency on the semester exam. Improved performance in the end of year exam will also be taken into consideration for final class allocations.

Students in Integrated Math II, may be placed in Math 10 Extended (as space permits) if they perform strongly in their semester exams **and** they are performing to a sufficient standard during class.

As there are three math levels in Integrated Math III, teachers are confident that students will be placed in the appropriate class, based on the criteria above. Students will not be moved between levels at the end of semester one unless there is sufficient evidence the students were originally mis-placed (based on evidence from their performance in class and their semester 1 exam).

Placement policy for IB Math classes

Students will make their subject selection for all their classes in second semester of grade 10. As with all subjects DAA does not recommend the pathway/subject only the level that the student should take. Identifying the pathway is the student's responsibility depending on what they are looking to study in university/college. Below are the most common pathways but students/families need to make their own decisions.

Entry to IB Math Applications and interpretations (AI) - Standard Level

Students have shown adequate proficiency in algebraic manipulation and the core concepts studied in Math 10. They also need to demonstrate adequate proficiency in both class and on the semester 1 exam to enter IB Math AI Standard Level.

Entry to IB Math Analysis and Approaches (AA) - Standard Level

Students should be in Math 10 Extended or Math 10 Advanced and demonstrating adequate proficiency in both class and on the semester 1 & 2 exams to enter IB Math AA Standard Level.

Students in Math 10 **must** complete the Math 10 Extended exam in addition to the Math 10 exam at the end of semester 2. Their performance on the Math 10 Extended exam will not form any part of their grade but will be used to determine whether the student will be recommended for the IB Math AA SL class in grade 11. In addition, the student must have demonstrated the necessary proficiency, understanding and required work ethic in their Math 10 class throughout the second semester.

Entry to IB Math Higher Level (AA and AI)

Students should only consider IB Math HL (AA or AI) if they demonstrate outstanding knowledge in semester 1 & 2 exams in 10 Math Advanced. Their performance in class should also be of a consistently high standard and demonstrate the required maturity for the high demands of this class. Students must be able to make the time commitment to be successful in these classes.

All Math placements, as outlined above, are handled internally by the Math department and the counselling team. The opportunity to take the Extended classes in grade 9 is available at the beginning of semester 2 depending on class numbers and it is expected that interested students demonstrate the required commitment of an extended class by studying the additional concepts required for the end of Semester 2 Extended exam.

Permitted changes in grade 11 IB Math classes

Students may only change between IB Math levels as follows:

Within the first 8 days of semester 1: Changes are permitted between AA and AI pathways

Within the first month: Changes are permitted between AA and AI pathways, however a “W” indicating withdrawn is placed onto their transcript.

After the First Assessment of semester 1: Final changes permitted. (This may be after the September 30th deadline but no later than the 15th of October. A “W” indicating withdrawn is placed onto their transcript.

ALL changes are subject to their teachers approval which is based on where the students will be successful.

On completion of Semester 1: Start semester 2 in a new IB Math class (changes completed during the 8 day add-drop period). **Only the following changes are possible:** HL to SL, SL to HL, SL to Math Modelling A or B. Changes between the pathways AA and AI are not permitted.

Students that fail semester one are strongly advised to change to the next level Math class (HL to SL, SL to Math Modelling A (*Math modelling A or B is a non IB class*)).

3.4.9 ACADEMIC AWARDS AND HONOR ROLL

The High School strives to recognize students’ accomplishments throughout and gives awards for overall scholarship and achievement.

To encourage academic excellence, an Academic Honor Roll is maintained at DAA. A Grade Point Average of 3.3 qualifies a student for Academic Honors, 3.70 qualifies a student for High Honors, and 4.0 and above for High Honors with Distinction. Awards are generated and provided to students in certificate form and delivered both in person and via email.

3.4.10 ONLINE GRADEBOOK/ REPORTS/CONFERENCES

We describe student progress in many ways, both formally and informally. Online grades are updated regularly. Report cards are available at the end of each semester and two parent/teacher conferences during the year are used to report and discuss each child’s academic, social and emotional progress. A Mid-Course Review conference is held at the end of year 1 (June) of an IB course. This is a student-led conference where students, parents and the subject teacher discuss

how the learner has grown over the course of the year and the teacher will explain how they arrived at the pre-predicted score. These scores are for internal use only and are not shared with universities.

Informal conferences, e-mail correspondence and telephone conferences are highly encouraged whenever teachers or parents have concerns. The principals and counselors are available for conferences by appointment and someone from the high school office may phone to schedule an appointment. When a parent has a concern regarding a particular class, the HS administration will direct the parent to speak with the teacher first. By open and honest dialogue between teacher and parent, most issues will resolve themselves in a mutually beneficial manner.

We encourage regular home and school contact and ask that parents begin any communication with the person most closely related to the subject. In addition, parents may feel free to call or visit the High School Office and share suggestions or concerns with us. Please see section [Questions? Whom to Call First?](#) for communication advice.

3.4.11 SELECTION OF SALUTORIAN AND VALEDICTORIAN

The selection of salutarian and valedictorian is calculated by the student's last two years of high school (junior and senior year). If there is a tie, student's academic records from their sophomore and freshman year will be reviewed.

4.0 BEHAVIORAL GUIDELINES

4.1 PHILOSOPHY/RIGHTS AND RESPONSIBILITIES

4.1.1 PHILOSOPHY

We believe that all students should have the opportunity to develop to their fullest potential. We believe our teachers must guide students, as they 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. We encourage close collaboration and partnerships with students, parents, and faculty. The collective goal is learning.

4.1.2 RIGHTS AND RESPONSIBILITIES

The following is a statement of responsibilities and rights. **It is through mutual acceptance of responsibilities that rights exist.** A right exists only to the extent that there is a responsibility on the part of others to respect that right.

1. EVERY STUDENT HAS A RIGHT **to relevant education.**
EVERY STUDENT HAS A RESPONSIBILITY to:
 - ✓ **take materials to class**
 - ✓ **complete and turn in assignments on time**
 - ✓ **give every task their best effort**

2. EVERY STUDENT HAS A RIGHT to be safe and secure in the school community.
EVERY STUDENT HAS A RESPONSIBILITY to respect the security of others and deal with conflict in an appropriate manner.
3. EVERY STUDENT HAS A RIGHT to expect reasonable and socially responsible behavior from others.
EVERY STUDENT HAS A RESPONSIBILITY to treat themselves and others with respect by speaking and acting in a socially responsible manner.
4. EVERY STUDENT HAS A RIGHT to a positive learning environment.
EVERY STUDENT HAS A RESPONSIBILITY to follow class rules by:
 - ✓ being seated by the time class starts
 - ✓ listening attentively
 - ✓ following directions
 - ✓ giving others an opportunity to learn
 - ✓ remaining in class until dismissed by the teacher
 - ✓ moving through the buildings in an orderly manner
5. EVERY STUDENT HAS A RIGHT to be part of a school of which they can be proud.
EVERY STUDENT HAS A RESPONSIBILITY to take pride in the school by helping maintain the campus, the buildings, and all materials and equipment.
6. EVERY STUDENT HAS A RIGHT to his/her good name.
EVERY STUDENT HAS A RESPONSIBILITY to respect the reputation of others.

4.2 HIGH SCHOOL DISCIPLINE

We believe that a positive academic and social climate is necessary for student learning. We also believe that responsibility for establishing this climate is shared by each student, faculty member and parent.

We value having students follow reasonable rules, and it is important for students to understand their purpose. Part of the learning process involves making decisions and sometimes making mistakes. However, we expect that students will learn from their mistakes and demonstrate growth.

RESPECT YOURSELF
RESPECT YOUR SCHOOL
RESPECT OTHERS

4.2.1 DISCIPLINE GUIDELINES

Behaviors may include:	Possible consequences may include:
Category A:	

Dress Code violation	Students will be required to call home for correct clothing to be brought to school, (if in violation of the Dress Code.)
Being disruptive in Study Halls	Students will receive, a warning (if unsupervised, and when more than one warning is given, it will result in student getting a supervised study hall)
Interfering with others learning	Students will receive a warning/ phone call home. Incidents to be documented internally.
Tardy	
Misbehaving on school buses	
Inappropriate use of language	
Inappropriate display of affection	
Inappropriate use of mobile phone	
Littering	
Category B:	
Repeat of Category A behaviors	Parents contacted and potentially brought in for meeting with HS Admin
Unexcused absence from school or repeated tardiness.	
Inappropriate behavior	Attendance Probation
Unexcused absence from class/ skipping class	Letter in academic file outlining behaviors and actions taken signed by student, parent and HS administration.
Selling items in school	
Violation of appropriate use of technology policy	Additional consequences as determined by administration
Academic Dishonesty	
Category C:	
Repeat of Category B behavior	In-School suspension 1 day
Direct defiance to faculty or staff request	Loss of extracurricular participation
Lying	
Deliberate damage to property of others	Attendance Probation
Inappropriate language to faculty or students	Additional consequences as determined by administration
Leaving campus without authorization	Letter in academic file outlining behaviors and actions taken signed by student, parent and HS administration.
Skipping school	
Category D:	
Repeat of Category C behavior	In-School Suspension 1-3 days

Theft	Loss of privileges Loss of extracurricular privileges Letter in academic file outlining behaviors and actions taken signed by student, parent and HS administration. If the letter outlines a repeated behavior, universities may be alerted. Behavior Probation Campus Exclusion
Physically threatening comments, gestures or acts	
Harassment / Cyber-bullying	
Smoking on school grounds or at school functions, being in possession of smoking devices (Including Vape, Jul Dokha, etc)	
Fighting	
Category E:	
Repeat of Category D behaviors	Out of school suspension 1-3 days
Altering or tampering with school records	Possible expulsion Possible suspension from school activities for the next season
Altering or tampering with university applications or recommendations.	Contacting Universities
Category F:	
Repeat of Category E behaviors	Out of school suspension
Possession of drugs or alcohol	Recommendation of expulsion
Physical attack on a faculty or staff	
Gross or flagrant violation of school guidelines that endangers the reputation of the school, other students and/or faculty	Contacting Universities
Possession of weapons or dangerous objects	
*Please note that this chart is merely intended as a reference tool, depending on the severity of the infraction the HS Administration team reserves the right to implement detention/suspension and expulsion as required. This chart does not supersede any policy contained within this handbook. Any violation and consequence(s) thereof are decided upon by the HS Admin Team, and when appropriate, the Superintendent.	

4.2.2 DAA COUNSELING OFFICE POLICY ON REPORTING DISCIPLINARY INCIDENTS TO UNIVERSITIES

Dubai American Academy Counseling Office supports students throughout their college application process and in doing so we support students when answering questions with regards to disciplinary

history. As members of the National Association of College Admissions Counselors the DAA counselors are obligated to report disciplinary infractions. These questions are asked as part of the university application process. If university applications or recommendations have been tampered with, it is within the rights of the Counselling office to contact universities with the details of the situation even after graduation.

4.3 BEHAVIORAL REFERRAL/RESTITUTION/SUSPENSION/EXPULSION

Displaying a disregard of the rules and regulations in this handbook may result in a referral, parental meeting, restitution, letter in file, suspension (in school or out of school) or expulsion.

- **Behavioral Referral** is written by a staff member for a violation of the code of conduct. A follow-up meeting with the student will occur with either the Grade Level Advisor, Dean of Students, or the Assistant Principal depending on the severity of the infraction. A parent may be called in as well. Restitution may be required depending on the incident and may occur during or after school hours. All Behavior Referrals are kept on file by the high school office.
- **Letter in File.** In addition to restitution and parental meetings, a further consequence for infractions may be a Letter in File. These letters will remain confidential and be placed in the student's permanent file for the remainder of their time in DAA. If a student shows a negative and ongoing pattern of behavior, the letters may be shared with universities upon request.
- **Suspension** can be in or out of school and the student is responsible during the period of suspension for obtaining and completing the assignments given during the period of absence from classes.
- **Expulsion** may be the consequence for serious and/or repeated infractions.
- Any behavior or activity done out of school that is illegal or brings disrepute to DAA may result in **suspension** or **expulsion** from school.

4.4 SCHOOL RULES

4.4.1 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 will not be allowed to leave the campus gates without approval from the high school office.

4.4.2 DAMAGE TO SCHOOL PROPERTY

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

4.4.3 TEXTBOOKS AND SUPPLIES

Textbooks are provided to all students on a loan basis. Students are held 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. High School students supply their own notebooks, paper, pencils, pens and other school supplies. IB Students may be required to purchase texts. A graphic calculator is also required.

Lost textbooks should be reported to the Librarian as soon as possible. The student will be charged the cost of the book plus 50% shipping, processing and handling costs. Once a receipt for payment from the accountant is handed to the Librarian, the book will be replaced.

4.4.4 P.E. CLOTHING

Each student must have a change of clothes and shoes for P.E. as per the uniform requirements. Athletic shoes with non-marking soles and heels.

4.4.5 LOCKER

Each student has the option of having a lock and locker allocated to him/her upon arrival at DAA. If a lock is lost or misplaced the student is required to purchase a new lock from the office. **DAA will take no responsibility for any valuables, money, mobile phones, games, etc. that are lost at school.**

4.4.6 BULLYING/FIGHTING/PHYSICAL AGGRESSION

DAA does not tolerate intimidation or bullying of any kind. Offenses may result in suspension, or if repeated, in expulsion.

4.4.7 DISCRIMINATION

DAA does not tolerate discrimination. All students will be treated respectfully regardless of gender, ethnicity, abilities, etc. Likewise, students are expected to treat all adults with respect.

4.4.8 CANDY, CHEWING GUM AND CARBONATED DRINKS

Candy and carbonated drinks are not permitted for sale in the cafeteria as per UAE Law. Students are discouraged from chewing gum.

4.4.9 POOL/GYMNASIUM SAFETY

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

4.5 SUPERVISION BEFORE AND AFTER SCHOOL

Upon completion of their scheduled classes and after school sponsored activities students are expected to leave the campus **promptly** unless a supervised meeting/tutoring session or practice is taking place. Once complete, students must leave campus.

4.6 ALCOHOL/DRUG POLICY

The use of drugs (controlled substances) and alcohol is injurious to student health and to a healthy school environment. The possession, use, sale or distribution of drugs or alcohol on school property, on school provided transportation, at school sponsored or chaperoned functions, by students is prohibited and is a grave infraction which will not be tolerated. The following policy extends, but is not limited to conventions, sports events, mini courses, dances, and other social functions as well as extra-curricular activities. Violation of this policy will result in the following:

ALCOHOL

FIRST VIOLATION:

- Suspension from school and all school activities for a period of at least five school days and/or until a Parent /Administrator conference takes place.

SECOND VIOLATION

- Minimum suspension from school and all school activities for a period of not less than five school days.
- A conference between the parent(s) or guardian(s) and the concerned school administrator(s).

If any violation of the alcohol policy is deemed of sufficient magnitude, (as sale of alcohol to others, distribution of alcohol to younger children, etc.), if the violation takes place in the context of a history of other violations of school policy and rules, and/or in the event that the School determines that it is in the interest of the school as in cases where there is a clear threat of legal action by the Government or where there is a clear threat to the life and safety of the students or others, the student may be expelled from the school.

If a student should be in violation of this alcohol policy on a school trip or sporting event, there will be further consequences, i.e., suspension from school activities for the next season.

DRUGS

FIRST VIOLATION

- The UAE Government has a severe policy regarding drug use or possession of drugs.
- DAA will not tolerate student possession or use of drugs.
- Indefinite suspension from school and all school activities until due process is finalized with probable expulsion from school.
- A conference between parent(s) and the school administrator(s) concerned.

SMOKING/ VAPING

- The possession, use, sale or distribution of tobacco or vaping products and/or devices is prohibited and will result in suspension. Repeated offenses will result in expulsion.

4.7 UNIFORM

A uniform is required in all GEMS Schools.

4.7.1 DAILY UNIFORM

1. Regulation light blue shirt, fully buttoned.
2. Regulation dark blue slacks for boys.
3. Regulation dark blue skirts (knee length or longer) or slacks for girls.

PLEASE NOTE THAT THE INTENTIONAL ALTERING OF A SCHOOL UNIFORM IS NOT ALLOWED

4. Regulation dark blue tie with logo (seniors not included).
5. All Black shoes.
6. Black leather belts for slacks for boys.
7. Regulation cotton sweatshirt with school logo. (Seasonal Wear)
8. Regulation cotton sweater with school logo. (Seasonal Wear)
9. Seniors have the option of wearing Senior Polo Shirts.

Physical Education (PE) Uniform:

1. Regulation Dubai American Academy athletics shirt.
2. Regulation blue shorts.
3. Swimming suit (personal suits are fine – one-piece tank type suit for girls).
4. Athletic shoes with non-marking soles and heels.

4.7.2 DRESS CODE

During school hours and while in school uniform the following rules apply:

- No excessive make up is allowed.
- Students with pierced ears may wear one pair of studs or tiny hoop earrings.
- Except for tasteful highlights, students are not allowed to dye their hair outrageous colors. Check with building principals for guidelines.
- No body piercing.
- No tattooing.
- Non-regulation outerwear may not be worn in school; it should be kept in lockers.

DAA may not require uniforms while participating in or out of school activities or on designated special dress days. However, students should be properly dressed in a manner that is not offensive to our host country.

These rules will apply:

- No tight clothes.
- No spaghetti strap shirts.
- No exposed midriff.
- No offensive logos or expressions on clothing.

The Principal's judgment will be final. The Principal may request a student to return home for the purpose of changing clothing. Our policy is: **Wear clothing that is respectful to one's self as well as to others.**

4.8 ACADEMIC HONESTY

Honesty in schoolwork 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 PLAGIARISM and is a violation of academic honesty. This can occur with print or non-print sources, such as the internet. COLLUSION is knowingly giving your work to someone else to copy, this also constitutes academic dishonesty. If a student is unsure if their shared work will be plagiarized by another student, they should avoid the possibility by not sharing it at all. 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.

4.8.1 HONOR CODE FOR GRADES 9-12

All students are expected to sign the DAA Honor Code with the expectation of parental support.

Dubai American Academy Honor Code:

The program of studies at Dubai American Academy offers a quality education that not only ensures knowledge, but also cultivates the virtues of honor, courtesy, and perseverance. Of these virtues, honor is perhaps of greatest importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. To help advance the development of such values, an Honor Code has been established for all students in grades 9 – 12 at Dubai American Academy. This code applies to all classes and activities at Dubai American Academy and exists to uphold and reinforce values that are central to the school's educational philosophy.

Malpractice, or cheating, includes, but is not limited to, the following examples:

DEFINITIONS

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.

COLLUSION – sharing your work with another student or permitting another student to submit your paper, report, lab book, or assignment in whole or in part as their own work, either to a teacher or an outside examiner. This includes permitting another student to copy your work, and failure to report that malpractice of which you are aware to either a teacher or an administrator in the school. A superficial change of wording or structure or conclusion is not sufficient to turn aside the charge of collusion.

EXAMINATION MALPRACTICE – using cheat sheets or other prohibited items during either a class examination or an external examination; looking at another student's paper during either a class examination or an external examination; providing another student either at DAA or elsewhere with questions or answers from an examination you have taken and the other student has not; exchanging old or current exam papers, reports, notebooks, etc. without your teacher's expressed permission.

DOUBLE DIPPING - Submitting the same piece of work twice to receive two different grades. There are opportunities to complete similar pieces of work in the IB Diploma program, these pieces of work can not contain information or ideas that constitute double dipping.

THEFT – stealing notes, notebooks, reports, lab books, or other work from other students to use as your own or to transmit to any other user.

TECHNOLOGY MALPRACTICE – any misuse or abuse of technology including infractions of the school technology acceptable use policy.

It is recognized that the DAA program of studies and the IB program can be demanding and rigorous. While students are encouraged to study together and to discuss their work, ethical conduct is expected at all times.

Alleged offenses against the honor code will be investigated by the teacher or teachers involved along with school administration. If malpractice is established, then the consequences are outlined in the behaviour guidelines and the academic honesty policy. Parents will be notified and the incident will be documented in the student’s file and up to 20% may be deducted from the assessment. A second offence, regardless of the course or date, will result in a grade of “F” for that assessment and a student suspension. Further offenses may result in the student being asked to find another educational setting to complete his/her studies and universities and external institutions may be informed of the academic honesty concern. If the malpractice involves work submitted to IB for external assessment, procedures set forth in the IB Vade Mecum will be followed, and the investigation will be directed by IBCA, Handbook of Procedures (Cardiff). In the case of internal investigations, the student will have recourse to appeal to the Superintendent; the conclusion of any external investigation by IBCA is final and without appeal.

4.8.2 DISCIPLINE GUIDELINES FOR VIOLATION OF THE HONOR CODE

All students are responsible for understanding the Honor Code and what is expected of them. Violation of the Honor Code will be tracked over the school career at DAA. If there are any questions about what constitutes a breach of the Honor Code they should be brought to the teacher.

Be sure to refer to section [4.2.2](#) in this Handbook: DAA Counseling Office Policy on Reporting Disciplinary Incidents to Universities

4.9 ACCEPTABLE INSTRUCTIONAL TECHNOLOGY USE POLICY

Access to the school network and the Internet is a privilege, not a right. Access is available only for **educational** and **administrative purposes**. DAA’s technology resources are to be used in accordance with this Acceptable Use Policy (AUP), and all users will be required to comply with its regulations. Non-compliance will result in disciplinary action. The following guidelines are intended to help users understand appropriate use. The school may restrict, suspend, or terminate any user’s access to the school’s computer systems upon violation of the AUP.

This policy applies to all technology at DAA, not just computers and equipment in IT labs. This applies to all the facilities including the Theater and the Gym.

4.9.1 ETHICAL CONDUCT

It is the responsibility of all users:

- to recognize and honor the intellectual property of others.
- to comply with legal restrictions regarding plagiarism and the use and citation of information resources.

- to restrict the use of DAA's technology resources to the mission of the school; the use of computer systems for personal use unrelated to the mission of the school or for private gain is prohibited.
- to help maintain the integrity of the school network and equipment; deliberate tampering, or experimentation is not allowed.

It is a violation to modify and/or copy any protected system files, system folders or control panel files without prior approval of the Network administration or IT Coordinator. The use of non-DAA Proxies or VPNs inside the school is also prohibited.

4.9.2 EDUCATIONAL USE

Users are responsible for the ethical and appropriate use of their network accounts:

- School related files are the only files to be saved in folders provided to you by the school. Storing commercial software, music, and/or games or hidden files to your folder is not permitted.
- Saving to the hard disk drive of a school owned computer is granted only by permission of the instructor (for students) or IT Coordinator (staff).
- Playing commercial or online games is not permitted unless approved by the school.

4.9.3 RESPECT FOR OTHERS

Users should respect the rights of others using the technology resources by:

- Using assigned workstations, if required by the teacher.
- Always logging off of workstations.
- Avoiding any deliberate attempts to disrupt network performance or interfering with the work of another user.
- Leaving equipment and rooms in good condition for the next user/class.
- Cleaning and maintaining common areas used for laptops.

4.9.4 RESPECT FOR SECURITY

Accounts on the systems at DAA are considered secure, although absolute security of any data cannot be guaranteed. Teachers can be provided access to student files for instructional or evaluative purposes.

- Use only your account/password. It is a violation to give access to your password to any other user.
- Reading, modifying or removing files and/or mail owned by other users is not allowed without prior approval by the instructor or IT Coordinator.
- Any attempts to transmit software designed to compromise the operation or security of the network is prohibited.

4.9.5 RESPECT FOR PROPERTY

4.9.5.1 Software Installation:

Software may only be installed on the school information systems (including all individual workstations) with prior approval from the IT Coordinator.

4.9.5.2 Software Copyright:

- The only software, other than students' projects, to be used on the school's computers are those for which the school owns a valid license.
- Licensed/copyrighted software is not available for borrowing and may only be used at other sites with approval of IT Coordinator.
- Copyrighted software shall not be downloaded from the Internet or further transmitted in any form without compliance with all terms of a preauthorized licensing agreement. Infringement or violation of U.S. or international copyright laws or restrictions will not be tolerated.
- Any attempts to circumvent the licensing control or the copying of software from the network without the IT Coordinator's permission is prohibited.

4.9.5.3 Hardware:

- Report equipment problems immediately to instructor/tech assistants/Network Administration/IT Coordinator.
- Leave workstations and peripherals in their designated places.
- Keep work areas neat and clean and free from food and drink.
- Any attempts to move, repair, reconfigure, modify or attach external devices to existing information and network systems without the Network administration and/or IT Coordinator's permission is prohibited.
- Borrowing of school hardware is not permitted unless authorization has been given from the IT department. All equipment must be properly signed-out and documented.

4.9.5.4 Audio Visual Hardware:

- If a person checks-out or borrows a piece of audio visual equipment, they are responsible for replacing it or repairing it if it is lost or damaged. All equipment must be properly signed-out and documented.

4.9.9.5 Internet Usage:

Internet access is available to all students and teachers at Dubai American Academy. We believe these communication links offer vast, diverse and unique resources to both students and staff and their availability outweighs any possible access to information that is not consistent with the educational goals of DAA. Expected standards of conduct include:

- The acknowledgement that access to the Internet is a privilege and not a right.
 - Respect the use of copyrighted materials.
 - Respect the rights and privacy of others.

- E-mail is allowed during school hours only in connection with a classroom assignment.
- Downloading of unauthorized programs is not allowed.
- Compromising the security of the school in any manner is unacceptable.
- Respect the values and ethics of the local host culture.

A violation of the above standards and any others included in the Acceptable Use Policy will result in a denial of access and possible further disciplinary action.

The school will use available monitoring and blocking software to filter objectionable materials on the Internet.

4.9.5.6 Responsibilities:

- All users are prohibited from accessing portions of the Internet that do not promote the instructional mission of DAA.
- All school web pages are subject to initial approval of the administration. All school web pages should reflect the mission of the school and adhere to the DAA Web Page Guidelines.

4.9.5.7 Personal Equipment:

ALL users must follow all policies even while using their own personal equipment.

Watching Movies, TV Shows, etc. while at school is prohibited.

Private (Ad-Hoc) networks are prohibited within the school network unless users get permission from the IT department.

4.9.5.8 Cyber-Bullying:

This involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

Students will be held accountable for Cyber-Bullying, even if it occurs off-campus during the school year and negatively impacts the academic environment at DAA, or the reputation of DAA and/or members of the DAA community.

Consequences of Violations:

First violation: Denial of access to Network and/or Internet for one week.

Second violation: Meeting with IT Director and Divisional Principal, denial of access to Network and/or Internet for one month, and possible detention.

Third violation: Meeting with IT Director, Divisional Principal, denial of access to Network and/or Internet for remainder of the year and possible suspension. This means that the user will not be allowed to have personal equipment, of any kind, on campus for the year.

Please **NOTE** this means phones, headphones and any other device.

4.10 ATTENDANCE/WITHDRAWAL

4.10.1 SCHOOL HOURS

Grades 9–12: 7:20 a.m.-2:55 p.m. (Tuesday: 7:20 a.m.-1:45 p.m)

After School Activities (if applicable): 3:00 p.m.-5:00 p.m.

4.10.2 ABSENCES

Students are expected to attend school every school day. Attendance is essential if the student is to be successful. Faculty can best help students learn when students meet the expectation of being present in all scheduled lessons. Failure to be in attendance 90% of scheduled classes at school may result in loss of academic credit. **Attendance will be monitored regularly and concerns communicated to parents. These concerns could end up with the student being placed on attendance probation.** Parents must provide written reasons for absences from school.

If a student is sick, they are responsible for any and all missed assignments. The student should also connect with a classmate to get any important notes and assignments from classes missed.

If a student has knowledge of being away in advance, the parent/guardian must email the school attendance secretary at least one day before the absence. It is the student's responsibility to complete all work he /she has missed.

If a student arrives after 9 am or leaves before 2:15 this will be recorded as a partial day absence. If there is no contact from the parents, this will be unexcused. In order for a student to participate in an after-school activity (ECC, MESAC, sports practices and matches, ASA's, MUN, clubs etc.) they must be in attendance during the school day.

Students on local school trips e.g. sporting, MUN, or cultural trips will be recorded as a Field Trip and it will not be included in any absences.

Absence due to international travel on school sanctioned trips

Students travelling outside of the country on school sponsored trips need not report to school until 11 hours after the plane lands. If students are travelling within the UAE, they should report to school not later than 10 hours after arrival back at school.

It is the responsibility of the Teacher/ Administrator in charge of the trip to advise students at the airport for international trips, or at school for local trips, of the expected arrival time at school the following day. The trip administrator should also inform the HS office of expected arrival times of students. Absence or tardiness after this designated time will be considered unexcused and may result in a student being unable to participate in activities the following day.

Students on local school trips e.g. sporting, MUN, or cultural trips will be recorded as a Field Trip and it will not be included in any absences.

DAA High School students are not permitted to participate in or attend a High School activity on a day they are absent from school. In order to participate in an activity, High School students must be present or, if late to school, be present by 12:00 noon on the day of participation. The only exceptions to this procedure will be made by the Principal.

4.10.3 TARDIES

4.10.3.1 Arrival to school:

Students are expected to be in their homeroom on time. If a student arrives late in the morning, he/she is expected to have a parental note. If late, **the student must register with the attendance secretary before going to class so that their name can be removed from the absent list.**

If a student is absent from homeroom, their parents will receive an automated email informing them of the absence.

Consistent unexcused tardies will result in letters being sent home indicating the concern. Students who continue to have issues with attendance may be placed on attendance probation. All absences and tardies will be reported on the semester report card.

4.10.3.2 Class:

Students more than ten minutes late to class are considered absent unexcused. This will be changed to tardy unexcused when a student presents themselves in class unless they have a valid note from a staff member. Consequences will be issued as per guidelines.

5 Tardies: Students and parents will receive an email informing them of the tardies. (Category A Infraction)

10 Tardies: Students and parents will receive an email and phone call informing them of the tardies. A letter will also be placed in the student's file. (Category B Infraction)

15 Tardies: Students and parents will receive an email informing them of the tardies. A letter will also be placed in the student's file. A parent meeting will be held with the Dean of Students. (Category C Infraction)

4.10.4 UNEXCUSED ABSENCES

If a student skips a class, his/her parents will be informed by the classroom teacher. If this behavior is repeated a Behavior Referral will be completed and the Dean of Students will meet with both parents and the student. This will usually result in a disciplinary letter in the file.

4.10.5 PLANNED ABSENCES OTHER THAN 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's attendance secretary. Assignments and examinations may be given in advance or will have to be completed upon the student's return. While these absences can be excused, they will still count as absences and thus affect the 90% attendance requirement.

Please note that attendance during exams is mandatory and students will not be allowed to miss an exam barring an emergency. A doctor's note is required for this absence outlining the medical emergency.

4.10.6 WITHDRAWAL PROCEDURES

1. Parents should notify the Principal and Registrar's office and the student should notify his/her teachers as far in advance as possible (at least a two week notification is needed) of the withdrawal date.
2. The registrar will issue a withdrawal form. The form will be taken by the student to his/her teachers, library, teacher resource center (TRC) and returned to the registrar. The registrar will notify parents in the case of outstanding fees. The Principal is also notified of any outstanding fees. Transfer certificates will be handed to parents once all outstanding fees are settled.
3. Parents who wish to hand carry their children's records may do so. However, they should notify the school of their intentions to do this and ample time must be given to assemble records. Hand carrying of transcripts at the end of the year may be delayed due to scoring of exams. In that case, transcripts and/or records will be sent to the new school or to the parents. Parents should leave their forwarding address and a stamped envelope at the earliest possible date. Records cannot be released until all outstanding fees are paid.

5.0 STUDENT SERVICES

5.1 LIBRARY

Located on the third floor of the school, the Library provides collections of books, magazines, and online databases. Various areas provide study spaces for individuals and groups.

The library's collections continually grow to support the curriculum and encourage teenage reading, listening and viewing. Professional journals and books assist teachers in curriculum design and development. In addition to worldwide newspapers available from online databases, the library subscribes to local newspapers and magazines. Students and staff identify books, online resources and evaluated websites through the library catalog. This is available from every computer in the school. A broad range of reference books cover both general and specific topics. Online, full-text databases provide articles from newspapers, magazines & books, evaluated websites and multimedia.

Classrooms are equipped with a range of digital technology. Digital still and video cameras as well as the use of the green screen room are available for use by students and staff upon request.

Students attend research workshops which are linked directly to assignments supported by the teacher and librarian. Students learn to define their information needs, locate information from a wide range of resources, including the Internet, and evaluate the source of information.

Students, parents and teachers are welcome to enjoy our facilities during the following times:

Sunday – Thursday:

07:25 – 16:00

Students are welcome to use the Library after 14:55 for homework, research, reading and thinking. Due to meetings, etc., the Library may occasionally close at 15:00. Students should not be in the Library after school hours if the Librarian is not present.

5.1.1 LIBRARY EXPECTATIONS

Respect others by talking softly.

Eat and drink in the canteen.

Ask for help to find what you need.

Do be conscientious with library materials and facilities.

5.1.2 LIBRARY GUIDELINES

1. All students are welcome to come into the Library at any time to use the resources and borrow books. Teachers also bring classes into the Library.
2. Students in grades 6-12 can check out 4 books for two weeks. Renewals may be requested prior to the book's due date. However, if items are requested by another student or faculty member, the items must be returned.
3. Return or renew books and other items by the due date. Reminder notices will be sent on a regular basis for long overdue materials. Materials that are long overdue will be considered lost and after several reminders, an invoice will be sent.
4. Report cards and transfer certificates will not be issued unless all books and fines are cleared. Students who withdraw early also must return library materials so their clearance form can be signed.
5. Damaged books: If the damage makes the book unusable, the cost of the book plus a processing fee will be charged. The student will not be allowed to checkout library materials until the amount has been paid. Damaged books remain the property of Dubai American Academy and will not be returned to the student or parent.
6. Lost books: Report lost books as soon as possible to the librarian so the item can be re-ordered. The cost of the book plus a processing fee will be charged. If the book is found within six weeks of payment, the amount paid will be returned if the book has not already been purchased.
7. Parents are welcome to use the library. Please see library staff to register and enjoy our many resources.
8. Students or Parents must not remove any books from the library without signing the book out first.

5.2 INTERNET ACCESS AND USE: *SEE ACCEPTABLE USE POLICY*

5.3 COUNSELING SERVICES

The goal of High School Counseling at DAA is to create an environment that will help each student:

- Develop self-insight and self-understanding as he/she progresses through school
- Develop an understanding of the worth and dignity of others

Objectives of High School Counseling services at DAA are:

To help students:

- Select and enter school courses and activities
- Develop an understanding for various career and university opportunities
- Select and capitalize on educational opportunities beyond high school
- Participate meaningfully in the opportunities of the school
- Develop interpersonal relationships
- Transition to the high school upon entry to the school

To help teachers:

- Understand the students for whom they are responsible
- Understand and utilize the services of the guidance program

To help administrators:

- Understand the characteristics of the school's student population

To help parents:

- Understand their children's educational progress
- Understand the opportunities available to their children
- Understand and utilize the services of the Counseling program

5.4 SCHOOL NURSE SERVICES

The Health Office responsibilities include, administering first aid, treating minor ailments, health education, maintaining health records, updating vaccinations and medical information, and liaising with the Dubai Health Authority.

The Department of Health and Medical Services requires that the following 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, prior to your child starting school. The Health Information form can be found [HERE](#). Additionally, the Medical Consent Form and updated Immunization Record is required

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.

5.4.1 SICKNESS AT SCHOOL

When a student becomes ill during the school day and feels the need to go home, the student must go to the Health Office to discuss his/her poor health issue with the nurse. The best course of care will be decided. If it is determined that the student should go home, the nurse will contact the parent/guardian as well as inform the teachers. It is expected that the student's parent / driver collects the student within an hour's time of receiving the nurse's phone call. A student may go home via taxi as per parent request to the nurse.

5.4.2 SICKNESS 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. If your child is sick and unable to attend school please keep your child at home and inform the HS Attendance Secretary.

5.4.3 SCHOOL MEDICAL EXAMINATIONS

The Dubai Health Authority requires that students in selected grades undergo a school medical by our school physician. If you prefer, your private family physician may conduct your child's medical exam and then submit the report to the Health Office for your child's record.

5.4.4 MEDICATIONS

If your child is taking any regular medications during school hours, (long or short term basis), kindly give these medications to the Health Office to be administered by our nursing staff to your child. Students are **not permitted** to keep medications with the **exception** of personal inhalers to prevent/treat asthma attacks and Epipens for students with life threatening allergies.

5.5 DAA HIGH SCHOOL SPECIAL EDUCATION NEEDS (SEND) PROGRAM

DAA realizes that many of our students not only learn differently but have their own unique academic abilities. A traditional classroom learning environment may not meet the needs of these Alternative Learners placing them within an at-risk population for academic success. To address the needs of our High School SEN and Learning Support Alternative Learners, the administrative staff, counselors and teachers recognize the importance of implementing the following academic support:

- Academic Support Center period built into schedule
- Assistance with homework, essay reviews and study preps
- Implementing exam, homework and project accommodations as required by the student's educational evaluation and their ILP
- Assistance with organization, time management and study skills
- Continued advocacy for student needs with regard to SAT, IB and other mandated University admissions testing

Our main priority at DAA High School is to provide all at-risk students, SEN and Learning Support, with the best quality academic support possible for their success.

5.6 FOOD SERVICES

An external vendor (Slices) 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.

Students are not allowed to order food and have it delivered to campus. Any food delivered will be confiscated and brought to the high school office and escalated to the Dean of Students. Any food delivered will either be disposed of or returned to the student at the end of the day. Parents are asked to seek prior approval before bringing large amounts of food into the school for celebrations etc.

Students have a short break at mid-morning to enjoy a snack.

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, after school, or school-wide events.

5.7 LOST AND FOUND SERVICES

Lost and found items are collected and any concerns should be directed to the HS office. Watches, jewelry and glasses and other items of value are handed over to the School Operations team for safe keeping. Any unclaimed items are donated to charity at the end of the school year.

5.8 BUS TRANSPORTATION SERVICES

Bus transportation to Dubai American Academy is available through STS bus service. Information about bus services is available at the reception area on the ground floor. **Parents are in no way restricted to the use of this service and are welcome to investigate alternative transport services should they desire. Reservations for bus services remain a contract between the family and that bus service provider, not DAA.**

Bus behavior rules

Established rules ensure safety on the buses. Parents are advised to review these rules with the child.

1. ALWAYS WEAR YOUR SEATBELT.
2. Put away pencils, markers, rulers and any sharp or pointed items.
3. Keep arms, legs and head inside the vehicle at all times. Keep windows closed.
4. No changing seats while the bus is moving or parked at traffic signals and without asking the monitor/teacher once on route.
5. Do not throw anything while on the bus.
6. Do not distract the driver. Please keep voice volume down. "Quiet voices inside. Loud voices outside."
7. No music players, video games or electronic items without earphones.
8. Stay away from control panels, automatic doors, etc. as injury can occur.
9. Place garbage in the bin, please, or take it with you.
10. No eating on the bus. Eat a snack or have something to drink before getting on the bus.

11. Keep the aisles clear.
12. Foul Language, bullying or any behavior that would not be tolerated while at school is not tolerated on the bus.
13. No smoking.

Student infractions and their consequences are at the discretion of the private bus company and/or school administrator.

All HS Disciplinary Rules are in full effect while a student is riding a school bus. HS students are asked to keep in mind that they often ride the buses with younger students and therefore need to be mindful of their language and behavior.

6.0 ACTIVITIES

6.1 PHILOSOPHY

In a school such as DAA, the faculty and staff attempt to provide students with many free/low-cost opportunities to develop their particular interests and abilities. This association with students who share the same interests allows for camaraderie that fosters an increased sense of purpose and a feeling of belonging outside of the classroom. Athletics, school government, class organizations and special interest clubs provide a hands-on opportunity for students to learn and participate in leadership skills.

All clubs and organizations are expected to participate in a service project each year. Clubs and organizations also sponsor social events at which students develop acceptable social behavior and manners. Student pride and school spirit promote good citizenship that carries over to future community involvement and citizen participation.

Students are encouraged to participate in a variety of after school activities and advisors attempt to minimize scheduling conflicts.

6.2 CO-CURRICULAR ACTIVITIES

The school offers a wide range of activities outside school hours. These range from athletics to dramatic plays, badminton to volleyball, ceramics to skiing and many others.

Some activities are very popular while others are more selective. The programs offered vary seasonally, as well as from year to year depending on supply and demand. A few of the more specialized clubs require a fee such as scuba diving or ice skating, but most are provided within the school framework at no extra charge.

The success of each activity depends very much on the enthusiasm and commitment of the student and their parents. Students are encouraged to attend at least one activity per year. This aspect is particularly applicable to students in high school where time is devoted to extramural pursuits and credit is granted to meet CAS requirements for the IB Diploma program.

6.3 MIDDLE EAST SOUTH ASIA CONFERENCE (MESAC)

Dubai American Academy is a member of MESAC. The MESAC philosophy is dedicated to coordinating a range of superior sporting and fine arts activities through inter-school collaboration. There are currently 6 member schools in UAE, Oman, Qatar and India. Participants in MESAC tournaments benefit in many ways apart from competing in their particular activity. When MESAC events take place outside of Dubai student participants stay with host families from the host school for the duration of the MESAC event and this is reciprocated when DAA host MESAC events.

Students taking part in MESAC events, as with other extra-curricular activities, should realize that it is a commitment. The tournaments are scheduled a year in advance and once committed; students must follow through with a sometimes-demanding training program. This is usually over an eight-week period, with traveling throughout the UAE for warm-up competitions on one or two weekends during the season. Experience has shown the MESAC events are very popular and enjoyable. The school has eligibility criteria for students taking part in MESAC events as it is considered a privilege to be selected. Students and parents are required to sign a Code of Conduct and an Activity Handbook outlining the criteria for extra-curricular involvement.

MESAC AND EAC CALENDAR

<p><u>Season One</u> <u>September–mid-November</u></p> <p>*Volleyball:</p> <ul style="list-style-type: none"> ● Varsity Boys ● Varsity Girls ● Junior Varsity Boys ● Junior Varsity Girls ● Under 14 Boys ● Under 14 Girls <p><u>Season Two</u> <u>Mid November – mid February</u></p> <p>*Soccer:</p> <ul style="list-style-type: none"> ● Varsity Boys ● Varsity Girls ● Junior Varsity Boys ● Junior Varsity Girls ● Under 14 Boys ● Under 14 Girls <p>*Basketball:</p> <ul style="list-style-type: none"> ● Varsity Boys ● Varsity Girls 	<p>*Swimming:</p> <ul style="list-style-type: none"> ● Varsity ● Junior Varsity ● Under 14 <p>*Varsity Academic Games</p> <p>*Junior Varsity Academic Games</p> <p>*HS Golf</p> <p>*Tennis:</p> <ul style="list-style-type: none"> ● U14 Boys & Girls ● HS Boys ● HS Girls <p>*Senior Fine Arts</p> <p>*Cross-Country:</p> <ul style="list-style-type: none"> ● Varsity Boys and Girls
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<ul style="list-style-type: none"> • Junior Varsity Boys • Junior Varsity Girls • Under 14 Boys • Under 14 Girls <p><i>February–April</i></p> <p>*Track and Field:</p> <ul style="list-style-type: none"> • Varsity • Junior Varsity • Under 14 <p>*Softball:</p> <ul style="list-style-type: none"> • Junior Varsity Girls • Varsity Girls 	<ul style="list-style-type: none"> • Junior Varsity Boys and Girls • Under 14 Boys and Girls <p>*Baseball:</p> <ul style="list-style-type: none"> • Varsity Boys • Junior Varsity Boys <p>*Badminton:</p> <ul style="list-style-type: none"> • U14 Boys and Girls • Varsity • Junior Varsity <p>*Forensics</p> <ul style="list-style-type: none"> • Varsity • Junior Varsity <p>*Jr Fine Arts</p>
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* All events listed are MESAC events with the exception of U-14 teams

* Listed in red are all of the ECC events in which DAA participates.

Eligibility: (Also see Student Athlete Handbook for further clarification).

U-14: Limited to those students who are under fourteen (14) years of age as of September 1st of the school year of participation.

Junior Varsity: Limited to those students who are under sixteen (16) years of age as of September 1st of the school year of participation.

Varsity: Limited to students whose twentieth (20) birthday will fall on any day after September 1st of the school year of participation. A student may **not** participate after graduation from the twelfth (12) grade.

Code of Ethics for Players:

The school requires athletes to:

- Conduct themselves (on and off the playing field) with honor, dignity and integrity at all times.
- Treat opponents as honored guests and fellow team members with respect.
- Be responsible for their studies/homework and maintain their academic eligibility requirements.
- Accept seriously the responsibility and privilege of representing the school and be a positive role model in and out of the classroom.
- Commit themselves to hard and dedicated practice, to the team and to their coach.

The game requires athletes to:

- Dedicate themselves to practice and training, and maintain a high level of fitness.
- Be punctual to all contests and practices; there is no room for excuses on a team.
- Be fair, honest and sportsmanlike at all times; no matter what the cost.
- Accept the decision of the official without question.

Sportsmanship demands that athletes:

- Recognize and applaud honestly and whole-heartedly the efforts of their team or opponents regardless of race, color or creed.
- Give opponents full credit when they win and congratulate them on their success, regardless of your disappointment.
- Play hard at all times in spite of all hardships; good teams never give up, quit, complain or argue with their teammates, coaches, officials or fans.
- Support and encourage their team members on the playing field, as a fan, in the hallways of the school, in the classroom, and in the community.

Code of Ethics for Parents and Fans:

The school expects parents and fans to:

- Conduct themselves as mature role models, supporting the team in a positive manner.
- Respect the decisions made by the game officials and tournament personnel.
- Cheer for their team whether they are successful or not successful and use phrases that are positive and uplifting.
- Never “boo” the visiting team or cheer when the opposition makes a bad play or performs poorly.
- Recognize outstanding performances on either side of the playing court

The athlete expects parents and fans to:

- Support the players, team, and coach regardless of the outcome of the match.
- Cheer in a positive manner at all times during the game.
- Not interfere with the coaching, officiating or practice routine of any team.
- Support the athletes with enthusiasm and composure.

6.4 ELIGIBILITY

In order to be eligible to participate in student activities such as Athletics, the Arts festivals, treks, student council, drama, MUN, etc., or to be a class officer; a student should maintain at least a C 2.0 semester grade point average and have no F (failing) grades. Students may be put on academic probation and asked to complete an academic probation tracker to ensure progress.

Questions regarding participation may also occur if a student is involved in academic dishonesty, violates the disciplinary code or is excessively absent from school. The school is aware that each student has a specific set of needs – some excel academically, athletically or artistically. The purpose of the school’s eligibility policy is not to deny students the opportunity to participate in an area where they excel due to poor academic performance. Rather, the goal is to review each student’s case and to make a decision based on input provided by the professional and personal counsel of the student’s teacher and parents. The principal will then make the decision for eligibility based on what is in the student’s best interest.

6.5 STUDENT GOVERNMENT

The high school student government is an organization dedicated to providing leadership opportunities for students, providing services to the school and community and making the lives of students more enjoyable. The organization serves as a link between students and teachers, organizes social activities, and assists the greater school community in various events and activities throughout the year. Students from grades 9-12 are eligible to serve on the student government. Students are elected by their peers to serve as class representatives or members of the executive council. Together with the staff and administration, the student government has created eligibility requirements for students wishing to serve on the student government. It is considered a privilege to be selected, and students involved with the student government are leaders who demonstrate the qualities of exceptional and successful students.

7.0 HOME/SCHOOL COMMUNICATION

7.1 ACADEMIC REPORTING

7.1 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](#). Information is also available on our website.

7.2 BACK TO SCHOOL NIGHT

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

7.3 POWER SCHOOL

We are pleased to inform you that DAA will continue to use PowerSchool and PowerSchool Learning systems during the 2020-2021 school year.

PowerSchool is DAA's 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 may include attendance, grades, behavior reports and detailed assignment descriptions along with school bulletins. Everyone stays connected. Teachers will be able to share information with parents and students, which will allow students to stay on top of their assignments, and ensure parents are engaged in their children's learning and progress.

Parents are highly encouraged to download and install the Powerschool App. [Apple](#), [Android](#)

8.0 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.

8.1 APPOINTMENTS WITH THE PRINCIPAL, ASSISTANT PRINCIPAL, DEAN OF STUDENTS, IB COORDINATOR AND COUNSELORS

While you are always welcome in the High School, if you would like to discuss a specific issue, it would be advisable to contact the appropriate secretary to schedule appointments. If the intent is to discuss concerns regarding academic concerns, appointments should be made after speaking to the appropriate teacher.

8.2 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.

8.3 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.*

8.4 DUBAI AMERICAN ACADEMY PARENT ASSOCIATION (DAAPA)

DAAPA supports the development of a sense of unity 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 members of the Parent Association.

8.5 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 greatly appreciated.

8.6 HOMEWORK PHILOSOPHY / POLICY

In the High School, homework is assigned to prepare students for in-class learning and to help students gain additional understanding. Additionally, homework can be used to: prepare students for future learning, to reinforce concepts learned in class and to provide the basis for in class discussion and follow-up. IB courses usually require more homework than other, non-IB courses. In general, IB students can expect some homework over weekends and holidays, and will need to spend extra time on Internal Assessments. In the case of full diploma students, time outside of the school day must be given to the Extended Essay and CAS program. Any homework assignment should receive timely and focused feedback and be clearly connected to a learning objective.

Grading:

- When the purpose of a task assigned to be completed at home is to *provide practice and/or the application of skills*, such homework will not be factored into a student's formal grade;
- If an assignment is a *summative assessment* and requires work outside of school hours, it will be factored into a student's grade. A summative assessment is designed to measure

student learning against specific learning objectives, usually at the end of a curriculum unit; for this reason, any summative assessment will be a major factor in a student's grade.

It is important to note that regardless if homework is formally graded or not, the successful completion of homework leads to academic achievement and scholarship.

8.7 APPROACHES TO LEARNING

“We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't yet been invented . . . in order to solve problems we don't even know are problems yet.”

— Richard Riley

To prepare for the demands of the 21st century, students need to be able to compete in a world that does not only value academic success but also adaptability. The assessment of students' Approaches to Learning (ATL) looks towards a transferable, practical skill-set that enables them to face the challenges ahead, in any given situation. In the Spring of 2015, a group of DAA students, parents and teachers devised the Dubai American Academy (DAA) Approaches to Learning Rubric to be used for student self-assessment and teacher assessment of ATL. This group's product, found here, aims to provide a common language that students and teachers can use to reflect on and articulate the learning process.

Approaches to Learning (ATLs) are most powerful when teachers and students engage with them in connection with content knowledge in order to develop transferable understanding. A student should not just graduate from DAA being able to demonstrate knowledge and fluency in a range of disciplines, but should take with them skills enabling them to succeed in all environments.

Beyond merely responding to the emerging demands of the 21st century, DAA is committed to leading the way in which student achievement is both recognised and stimulated. In order to develop skills that facilitate effective and meaningful learning, students need models, clear expectations and multiple opportunities to practice. Teachers should provide students with regular, specific feedback on the development of ATL through learning engagements and formative assessment. With the understanding that there exists a wide range of skills that students need to possess to succeed, DAA aims to nurture its students into complex thinkers, effective communicators and self-managers who are well equipped for the 21st century.

DAA believes that effective learners are:

Thinkers, who are able to use critical and creative approaches to analyze and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.

Communicators, who express themselves confidently and creatively in many linguistic and non-linguistic ways. They collaborate effectively, listen actively and respond appropriately to the perspectives of other individuals and groups.

Self-Managers, who have the ability to responsibly manage themselves and their time, including family responsibilities, schoolwork and valuable extra and co-curricular activities.

The International Baccalaureate (IB) program has long supported the usage of ATL in schools. You can access further information about the IB and ATLs here.

DAA Approaches to Learning Rubric

The following rubric provides a guide for both teachers and students in developing Approaches to Learning. Students are encouraged to use the rubric to self-assess their own progress and, in conjunction with their teachers and parents, develop plans to strengthen their ATL.

Indicators	EE	ME	AE	BE
Thinking				
Shows initiative and interest in learning, through making knowledge connections, predictions and extending meaning beyond the lesson				
Reflects effectively and productively on own strengths and weaknesses				
Shows awareness of own learning styles and strengths, and uses this to increase learning				
Approaches new ideas and concepts with interest and an open mind				
Demonstrates creativity when approaching tasks and activities				
Communication				
Concentrates fully on what is being said and asks questions for clarification when needed				
Communicates clearly with teachers and students, including non-verbal means, and can adjust communication styles to suit different audiences and situations				
Interacts well with students and teachers and initiates productive group work in a range of roles				
Information technology is used appropriately and skillfully when communicating and collaborating with others				
Demonstrates understanding and empathy towards other points of view and cultural perspectives				
Self-Management				
Demonstrates the ability to manage personal time and plan tasks effectively, avoiding procrastination in both the short term and long term				

Demonstrates commitment to learning through proper preparation for lessons, including pre-lesson tasks, punctuality, and by bringing all necessary learning tools				
Responds to own mistakes, misinterpretations and critical feedback in a positive and productive way				
Shows perseverance in the face of setbacks through restarting, reformulating or reassessing when necessary				
Manages a balanced approach to work, sleep, and relaxation				

- EE - Exceeding expectations
- ME - Meeting expectations
- AE - Approaching expectations
- BE - Below expectations

9.0 QUESTIONS? WHOM TO CALL FIRST?

DAA Telephone: +971 (0) 4 704 9777

