



GEMS

أكاديمية جيمس دبي الأمريكية

Dubai American
Academy



High School HANDBOOK

2025-2026



GEMS

أكاديمية جيمس دبي الأمريكية
Dubai American
Academy



Founded in 1885



COUNCIL OF
INTERNATIONAL
SCHOOLS



GEMS
EDUCATION

WELCOME TO DUBAI AMERICAN ACADEMY

Dear High School Community,

Welcome to Dubai American Academy High School. We provide a diverse and 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 contact 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.

We 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,

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High School 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.

1.3 GEMS CORE EDUCATIONAL VALUES

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

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

- **Always Learning**
- **Care**
- **Excellence**
- **One Team**



ALWAYS
LEARNING



CARE



EXCELLENCE



ONE
TEAM

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

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

How the GEMS Core Values are lived everyday:

- **Always Learning:** *My open minded curiosity fuels my love for learning. I ask questions and listen so that I continuously learn and improve.*
- **Care:** *I respect the needs of my stakeholders. I ensure they feel listened to and cared for.*
- **Excellence:** *I dream big, setting ambitious goals, delivering the highest quality and aiming to be the best at what I do.*
- **One Team:** *I am a team player. I work with the bigger picture in mind. I put the team's needs ahead of my own.*

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.

2.0 DAA PHILOSOPHY/GOALS/FACILITIES/CAMPUS SECURITY

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

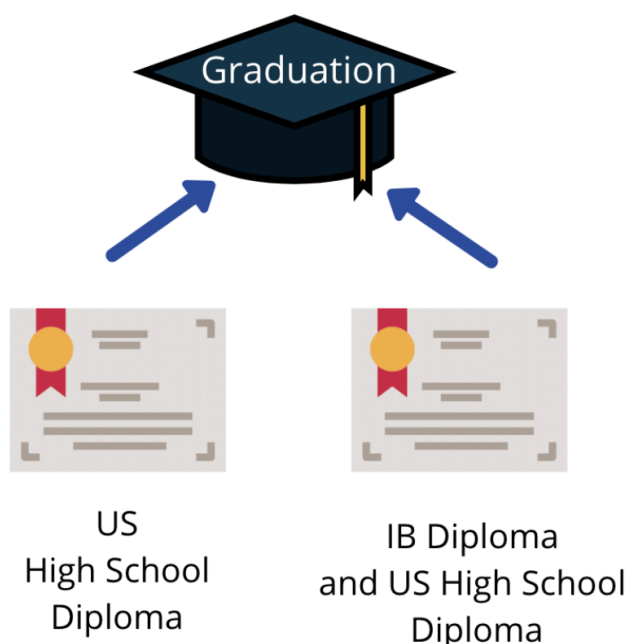
DAA moved to the current campus in July of 2017. It is located in the Al Barsha 1 District of Dubai, near Sheikh Zayed Road and Hessa Street. More specific information regarding the campus and facilities can be found on the school website at: <http://www.gemsaa-dubai.com/>.

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 a.m. Students who need access prior to 7:15 a.m. should make arrangements with the supervising teacher/coach and communicate in advance to security personnel.

3.0 HIGH SCHOOL PROGRAM

3.1 PATHWAYS TO GRADUATION



3.2 GOALS OF THE HIGH SCHOOL

Through an enriched American curriculum combined with the IB Diploma Program and 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, Emerging Technologies 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 research, collaboration and discussion;
- 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.

3.3 ORGANIZATION

3.3.1 TWO WEEK, 10 DAY BLOCK SCHEDULE

DAA follows a two week schedule. Rationale for following a block schedule includes:

- 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 students and teachers.
- 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.

Rotating Schedule and Timings of the Day

Monday to Thursday Timings: 07:40 - 14:55.

Friday Timing: 07:40 - 12:00.

Students are expected to be picked up from school before **15:15** Monday thru Thursday, and **12:15** on Friday. If students are staying after school, they must be under the direct supervision of a teacher/DAA staff member.

10 Day 2 Week HS Schedule - Semester 1

Week 1					Week 2				
Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday	Day 6 Monday	Day 7 Tuesday	Day 8 Wednesday	Day 9 Thursday	Day 10 Friday
A (P1 A)	E (P1 B)	A (P1 A)	E (P1 B)	A (P1 A)	E (P1 B)	A (P1 A)	E (P1 B)	A (P1 A)	E (P1 B)
B (P2 A)	F (P2 B)	B (P2 A)	F (P2 B)	B (P2 A)	F (P2 B)	B (P2 A)	F (P2 B)	B (P2 A)	F (P2 B)
C (P3 A)	G (P3 B)	C (P3 A)	G (P3 B)	C (P3 A)	G (P3 B)	C (P3 A)	G (P3 B)	C (P3 A)	G (P3 B)
D (P4 A)	H (P4 B)	D (P4 A)	H (P4 B)	D (P4 A)	H (P4 B)	D (P4 A)	H (P4 B)	D (P4 A)	H (P4 B)

10 Day 2 Week HS Schedule - Semester 2

Week 1					Week 2				
Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday	Day 6 Monday	Day 7 Tuesday	Day 8 Wednesday	Day 9 Thursday	Day 10 Friday
B (P2 A)	F (P2 B)	B (P2 A)	F (P2 B)	B (P2 A)	F (P2 B)	B (P2 A)	F (P2 B)	B (P2 A)	F (P2 B)
A (P1 A)	E (P1 B)	A (P1 A)	E (P1 B)	A (P1 A)	E (P1 B)	A (P1 A)	E (P1 B)	A (P1 A)	E (P1 B)
D (P4 A)	H (P4 B)	D (P4 A)	H (P4 B)	D (P4 A)	H (P4 B)	D (P4 A)	H (P4 B)	D (P4 A)	H (P4 B)
C (P3 A)	G (P3 B)	C (P3 A)	G (P3 B)	C (P3 A)	G (P3 B)	C (P3 A)	G (P3 B)	C (P3 A)	G (P3 B)

HS CLASS TIMINGS

**DAA High School
2025-26 Schedule**

Monday - Thursday		
Time	Period	Minutes
7:40 - 9:00	Period 1	80
9:00 - 9:20	Break	20
9:20 - 10:40	Period 2	80
10:40 - 10:45	Transition	5
10:45 - 12:05	Period 3	80
12:05 - 12:10	Transition	5
12:10 - 12:50	Grades 9 & 10 - CREW Grades 11 & 12 - Lunch	40
12:50 - 1:30	Grades 9 & 10 - Lunch Grades 11 & 12 - CREW	40
1:30 - 1:35	Transition	5
1:35 - 2:55	Period 4	80

Friday		
Time	Period	Minutes
7:40 - 8:40	Period 1	60
8:40 - 8:45	Transition	5
8:45 - 9:45	Period 2	60
9:45 - 9:55	Break	10
9:55 - 10:55	Period 3	60
10:55 - 11:00	Passing	5
11:00 - 12:00	Period 4	60

3.3.2 THE HIGH SCHOOL CREW PROGRAM

Student learning encompasses much more than academic grades printed on a report card or transcript. As such, Grade Level Advisors (GLAs) will, in coordination with High School Counselors, Dean of Students and High School Administration, 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 a CREW teacher. CREWs meet for 40 minutes each day, Monday through Thursday. CREW provides students with a sense of belonging as well as a sense of community. CREW is also intended to help empower students to develop lifelong leadership skills. The UAE Ministry of Education Moral Education Program is a main component of advisory.

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

3.4 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, Ministry of Education 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, and 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](#).

3.4.1 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 is required for graduation. Arabic and Islamic requirements must also be met where appropriate.

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

Subject	Required Credits DAA/KHDA Graduation	Recommended Credits University Application	UAE Equivalency Requirements: US Diploma ^{3, 4}
English	4	4	Required to complete five Ministry of Education approved courses in each academic year-Grades 10, 11, and 12. (One of the courses each year <u>must</u> include English) US Diploma Requirements - Class of 2023 & Beyond Requirements for KHDA Attestation & UAE Equivalency
Science	3	3-4 (Lab Science)	
Math	3	4	
Modern Foreign Language	2	2 (Same Language)	
Social Studies	2	3-4	
Physical Education	2	2	
Visual/Performing Art	0.5	1	0
Electives	5.5		0
Arabic ¹	4		4
Islamic Education ²	2		2

Footnotes

- Arabic:** Arabic is mandatory for Arab Nationals. Arabic credits can replace a combination of credits or units from the elective and Modern Foreign Language components.
- Islamic Education:** Islamic Education is mandatory Muslim students. Islamic Education credits can replace a combination of credits or units from the elective component.
- UAE Social Studies:** UAE Social Studies is mandatory for Arab Nationals. UAE Social Studies credits can replace a combination of credits from the elective and Modern Foreign Language components.
- UAE Moral Educations:** UAE Moral Educations is mandatory for Arab Nationals. UAE Moral Educations credits can replace a combination of credits from the elective and Modern Foreign Language components.
- Equivalency:** Students shall successfully pass 5 of the Ministry of Education Approved courses within Grades 10-12 ; noting that English must be one of the credits and that the Arabic language and Islamic Education credits are not included. Please refer to [Requirements for KHDA Attestation & UAE Equivalency](#) for details.
- Equivalency and The IB Diploma:** The requirements for the IB Diploma Programme align with and fulfill UAE Equivalency requirements.

Definition: "Lab Science": Laboratory Science is scientific instruction or experimentation that provides opportunities for students to interact **directly** with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. Typically Biology, Chemistry and Physics are recognised as 'Lab Science'. Other Science-based courses may not be recognised as 'lab Science'.

While most courses are one academic year in duration, courses are divided into two distinct semesters for grading purposes, and credits are awarded per semester. Grade 9 and 10 students are expected to take a full course load of 8 subjects per semester. **It is strongly recommended that all students in their Junior or Senior year enroll 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 High School Principal.**

3.4.2 INTERNATIONAL BACCALAUREATE (IB) PROGRAM

3.4.2.1 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.

3.4.2.2 What are IB Courses?

It is possible to take the external examinations in some individual IB courses. 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, depending on the examination result. Students who chose not to take the full IB Diploma can also choose AP Courses as part of their studies. However, this should be done only after careful consultation with the student’s counselor.

3.4.2.3 How does IB fit in with the DAA US 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.

3.4.2.4 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.

3.4.3 ADVANCED PLACEMENT (AP) PROGRAM

AP courses are open to all non-full diploma students in Grades 9-12, depending on teacher recommendation. Grade 9 and Grade 10 students may take AP courses with teacher recommendation, but priority for placement will go to Grade 11 and 12 students. AP program offerings are reviewed on an annual basis and subject to change due to demand. Registration in an AP course requires students to sit the external exam in the course. All exam fees are paid by the student.*

**Students in AP courses are expected to sit the AP exams; students requesting to take a self-study course and exam necessary to meet university entry requirements need to meet with their counselor and AP Coordinator to create an approved study plan and register for the exam. Without approval, students will be unable to self-study for an AP exam per College Board advice. No students may enroll past the deadline per College Board's enrollment policy.*

3.5 ASSESSMENT (FOLLOW LINK UNTIL FINALIZED)

3.5.1 REPORT CARDS

Parents and students have continuous access to grades 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.

3.5.2 SPECIAL ACCOMMODATIONS FOR IB AND AP EXAMS

Students with documented learning needs may receive special accommodations on IB and AP exams. Accommodations for both IB and AP exams must be applied for and approved.

For AP exams, students must be identified as soon as possible, and the Services for Students with Disabilities (SSD) coordinator must apply for accommodations on the student's behalf. If applied for too late, students may not receive accommodations in time for the exam.

For IB exams, if a student 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.

3.5.3 ACADEMIC PROBATION

We want to support all students as they strive for academic success. As such, academic probation may be assigned to a student during a quarterly review in order to provide additional support and monitoring. Before a student is placed on Academic Probation they will have a meeting with their parents/guardians and the Dean of Students.

If a student performs below a 2.0 GPA for the first semester, is not on track for graduation after any term, or is flagged by their counselor, s/he will be placed on academic probation and will be monitored by their counselor, teachers, and HS Administration. After a student is placed on academic probation, increased focus will be placed on improving academic performance by all stakeholders. In addition, a student will work with HS Administration and their counselor to keep an active academic goal progress sheet to ensure growth 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 earns below a 2.0 for the second semester, they will be placed into an academic support program to begin the school year and will be monitored by their grade level coach, counselor, and teachers.

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

3.5.4 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:

FROM GRADE

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 HS 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.

According to KHDA, students should pass Arabic (as required) and Islamic (as required) to be promoted to the next grade level, as it is a mandatory subject.

The above guidelines would apply to students enrolled in and failing:

- Arabic
 - All Grade 9 students (enrolled in Arabic).
 - All Native Arabic students in Grade 10, 11 and 12.
- Islamic
 - All Native and Non-Native Islamic students in Grade 9, 10, 11, and 12.

3.5.5 CHANGING OR WITHDRAWING FROM A COURSE

Withdrawing or Changing Level of Courses

- Course changes are not allowed for elective courses.
- Students may **request core course or level changes** during the first 10 days of Semester 1.
- After the first 10 days of Semester 1, course change requests **may be considered for AP, IB and any yearlong core course** in response to teacher, counselor, and/or administrator recommendation.
 - Changes are **considered** on a case by case basis in response to well-being concerns, change in graduation pathway, or other factors that significantly impact students' academic success and well-being.
 - For all courses, changes cannot be made after the 12th week of instruction.
 - As per IB guidelines and HL hour requirements, no IB level changes can be made after the 12th week of IB Year 1, Semester 1.
- Withdrawing from a course after the first 10 days of Semester 1 results in a "W" (withdrawal) on the student's transcript.
- The Principal has final authority over exiting students from IB and AP programs.

3.5.6 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 (GPA) of 3.30 qualifies a student for Academic Honors, 3.70 qualifies a student for High Honors, and 4.00 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.

3.5.7 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, email 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.

3.5.8 SELECTION OF SALUTATORIAN AND VALEDICTORIAN

The selection of salutatorian 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.

3.9 STUDY HALL AND UNSUPERVISED STUDY HALLS

Study Halls are options for all Grade 11 and 12 students as this allows students to focus on their studies while at school and also provide an element of overall wellbeing. Students with a minimum GPA of 3.3 and an exemplary behavior and outstanding attendance may be considered for an "unsupervised" study hall in the 2nd or 3rd floor library or atrium hallway seating.

4.0 BEHAVIOR 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 personal space of others**
 - ✓ **respect the property of others**
 - ✓ **strive to resolve issues with others through a mutually respectful approach**
 - ✓ **engage adult assistance with conflict resolution when needed**
3. EVERY STUDENT HAS A RIGHT **to expect reasonable and socially responsible behavior from others.**
EVERY STUDENT HAS A RESPONSIBILITY to:
 - ✓ **use technology and social media positively**
 - ✓ **respect the privacy of others**
 - ✓ **speak respectfully with all community members**
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:

- ✓ **respect the school and the facilities so that they can be used and enjoyed by others**
- ✓ **maintain social spaces by keeping them clean and taking responsibility for your personal items**
- ✓ **leave furniture where it belongs in classrooms, hallways, common spaces, and cafeteria**
- ✓ **inform an adult of any damage or facilities that are not working.**

6. EVERY STUDENT HAS A RIGHT to uphold their reputation.

EVERY STUDENT HAS A RESPONSIBILITY to:

- ✓ **contribute to a positive reputation for all community members by not engaging in negative talk and social media usage**
- ✓ **be aware of local laws in regards to social media posts and gossip**

4.1.3 CLASSROOM / STUDY HALL (SUPERVISED AND UNSUPERVISED) BEHAVIOR EXPECTATIONS

We believe that a classroom environment should facilitate learning, be based on mutual respect and require all members of the community to agree on classroom expectations.

These include:

- working quietly when asked
- working collaboratively in a positive manner
- following teacher instructions
- staying in designated areas as directed by the teacher

We believe that a Study Hall should be a quiet environment that students can use to complete tasks, revise and review assignments, or study and revise for upcoming assessments. Because the purpose of study hall is to provide space for actual work and study, expected behaviors in study hall include:

- consistent attendance
- following teacher instructions
- independent work time - collaboration only at teacher discretion
- working quietly at all times - no phone usage, computers on mute, etc.

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, with the goal to provide learning opportunities.

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. Students are expected to adhere to the HS Code of Conduct, as listed below, at all times during the school day, during arrival and dismissal times, and in any setting that may later impact the learning environment.

RESPECT YOURSELF
RESPECT YOUR SCHOOL
RESPECT OTHER

4.2.1 DISCIPLINE PROCEDURES

Behavior Level	Descriptions	Consequences
1: Minor	<p>Level 1 behaviors are typically dealt with by classroom teachers. These are considered minor behaviors and usually include immediate solutions. Some examples include:</p> <ul style="list-style-type: none"> • Disrupting the learning of others • Not respecting classroom expectations • Minor disrespect between peers • Unexcused tardies to class • Unauthorized cell phone use • Uniform Violations 	<ul style="list-style-type: none"> • Parent contact • Verbal warning • Loss of privileges • Teacher redirection • Reflection • Removal from current activity • Restorative conversation
2: Moderate	<p>Level 2 behaviors are moderately serious behavior concerns. Consequences are determined by the learning leader/Head of Grade in consultation with the classroom teacher. Some examples include:</p> <ul style="list-style-type: none"> • Repeated level 1 offenses • Disrespect of faculty or staff • Use of inappropriate language • Violation of technology • Horseplay or Rough Housing (of any kind) • Entering an unauthorized area • Bus misconduct • Dishonesty, intentional deception • Disrespect of prayer room facilities • Unaccounted missed time in lessons • Unauthorized deliveries (food, etc.) 	<ul style="list-style-type: none"> • Parent contact • Referral to learning leaders and/or Head of Grade • Loss of privileges • Behavior Reflection Form • Removal from activity for a period of time • Lunch detention / after school detention • Community Service assignment

3: Serious	<p>Level 3 behaviors are serious breaches of the DAA behavior expectations. Consequences are determined by the Dean of Students or Assistant Principal. Parents will be notified by a member of the Senior Leadership Team (Dean, Assistant Principal or Principal). Some examples include:</p> <ul style="list-style-type: none"> ● Repeated Level 2 behaviors ● Theft ● Deliberate damage to another's property ● Defiance of a staff member ● Skipping class ● Making derogatory, sexist, or racist comments ● Leaving campus without permission ● Harassment ● Tampering with school records ● Serious violations of technology 	<ul style="list-style-type: none"> ● Parent contact ● Warning Letter in File ● Referral to Division Administration ● No Conflict Agreement ● Notice to Superintendent ● Loss of privileges ● Removal from activity for a period of time ● Detention ● Behavior contract ● In-School Suspension ● Out-of-School Suspension ● Restitution
4: Severe	<p>Level 4 behaviors are the most serious breaches of the DAA behavior expectations. The Assistant Principals, Assistant Principal or Principal would decide on the consequence. Parents will be notified by a member of the Senior Leadership Team. Some examples include:</p> <ul style="list-style-type: none"> ● Repeated level 3 behaviors ● Gross or flagrant violation of school guidelines, or UAE law, that endangers the reputation of the school or other students ● Bullying ● Fighting ● Assault ● Possession of illegal items ● Leaving campus without permission 	<ul style="list-style-type: none"> ● Parent contact ● Warning Letter in File ● Referral to Division Administration ● Notice to Superintendent ● Loss of privileges ● Out-of-School Suspension ● Suspension from school activities or sports teams ● Redaction of Good Conduct Letter for Universities ● Recommend blocking re-enrollment / expulsion

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 Counseling 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. A student may earn a letter in their file for either a level three or four violation of our code of conduct or an accumulation of three or more level one or two violations. 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. An accumulation of two or more letters in a student's file may prohibit them from participation in school activities, trips, and senior privileges. If a student accumulates three or more letters in their file during one academic year, it may result in a recommendation for expulsion or the blocking of future enrollment.
- **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. *The school reserves the right to suspend a student for up to three days in case of a serious behavioral issue, after obtaining KHDA approval.*
- **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

Deliberate damage to school or another individual's property is considered vandalism which is a serious offense at DAA. Students will be charged for all 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 graphing 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 LOCKER

Each student has the option of using a locker at DAA. Students must supply their own lock and clean out the locker before winter break and summer break. All contents left in a locker will be disposed of. **DAA will take no responsibility for any valuables, money, mobile phones, games, etc. that are lost at school.**

4.4.5 BULLYING / FIGHTING / PHYSICAL AGGRESSION

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

Bullying of a student may include, but is not limited to, discrimination, harassment, hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism. Bullying in the context of discrimination or harassment may include, but is not limited to, discrimination or harassment based on race, ethnicity, color, religion, ancestry, national origin, gender, sex, sexual orientation, gender identity and expression, marital status, socio-economic background, social/family background, linguistic preference, political beliefs, or a mental, physical, or sensory disability, difference, or impairment, or by any other distinguishing characteristic or because of one's association with a particular person or group of persons.

When incidents of bullying are reported, they are investigated by members of the HS Administration team. DAA aspires to a restorative approach regarding all matters of student conflict. Restorative actions may include and are not limited to: counseling, student mediation, no-conflict agreements, additional student support services. In the event that restorative action is not successful in preventing further occurrences of conflict, disciplinary action will be taken as per the disciplinary procedures listed above.

4.4.6 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.

4.4.7 CANDY, CHEWING GUM, CARBONATED DRINKS, AND COFFEE

Candy and carbonated drinks are not permitted for sale in the cafeteria as per UAE Law. Students are not allowed to chew gum on campus. Coffee is only for sale to Seniors in the Library Café.

4.4.8 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.

4.5.1 SCHOOL BUS TRANSPORTATION

When using school provided transportation, students must uphold **all** of the same behavioral expectations that are in place on campus and during school hours. Students are required to follow the instructions of the bus drivers and staff in order to maintain a safe and secure environment. Consequences for bus misconduct of any kind will follow the same behavioral expectations and hierarchy listed above in section 4.2.1.

4.6 ALCOHOL / DRUG / SMOKING 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, on school trips, 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:

4.6.1 ALCOHOL

FIRST VIOLATION

- Suspension from school and all school activities for a period of at least three 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 three 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.

4.6.2. 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.

4.6.3 SMOKING / VAPING

- The possession, use, sale or distribution of tobacco or vaping products and/or devices is prohibited on school property, on school provided transportation, on school trips, at school sponsored or chaperoned functions, by students is prohibited and is a grave infraction which will not be tolerated 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 (DAA THREADS)

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

1. DAA Uniform light blue shirt, fully buttoned or polo
2. DAA Uniform dark blue trousers
3. DAA Uniform cotton sweatshirt or sweater with school logo
4. Students in their senior year have the option of wearing Senior clothing items with DAA Uniform bottoms

Physical Education (PE) Uniform:

1. DAA Uniform athletic shirt
2. DAA Uniform blue shorts or Threads PE leggings
3. DAA Uniform 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:

- Non-uniform 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:

- Dress modestly as per local customs. No exposed midriffs, no exposed shoulders, etc.
- No offensive logos or expressions or references to alcohol or drugs on clothing.
- Appropriate footwear - no sandals, slippers, slides or Crocs.

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

4.8 ACADEMIC INTEGRITY

4.8.1 GUIDING PRINCIPLES

Our 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.

DAA is committed to academic integrity. The purpose of this policy is to establish guidelines for academic integrity and outline the steps involved in supporting our school community. As a school we encourage principled practice in our students and are committed to providing them with the necessary academic integrity guidance..

DAA recognizes that students may make mistakes, whether intentional or unintentional, and it is the school's responsibility to assist them in identifying and rectifying these mistakes. "The IB defines academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct." (2019, *Academic Integrity Policy*, updated March 2023, p22).

All students, parents, teachers, and support staff have an obligation to report academic integrity misconduct to the High School Principal or Assistant Principals.

4.8.2 ACADEMIC INTEGRITY AND THE IBDP

The IB Learner Profile is embedded into DAA's daily life and serves as the foundation of this policy. As DAA creates a school culture that actively promotes academic integrity, fosters a sense of responsibility and respect, we encourage our students to be:

- **Inquirers** – who acquire the skills necessary to conduct inquiry and research;
- **Knowledgeable** – who understand academic integrity and cite sources accurately;
- **Thinkers** – who apply critical thinking skills to assess information and make academically honest decisions;
- **Communicators** – who communicate ideas and information honestly, crediting sources appropriately;
- **Principled** – who act with integrity and honesty, take responsibility for their own actions;
- **Open-minded** – who are accustomed to seeking and evaluating a range of points of view;
- **Caring** – who respect the work of others and intellectual property;
- **Risk-takers** – who are brave and articulate in defending their beliefs;
- **Balanced** – who manage time effectively and avoid shortcuts or dishonest practices;
- **Reflective** – who examine and learn from mistakes to ensure academic integrity is maintained.

These qualities, when applied to learning and student work, establish skills and behavior which support good practices to be found in the classroom, used for homework, and continued to examination level. The good practices are expected to be introduced, modeled, and used throughout the school.

4.8.3 WHAT IS ACADEMIC INTEGRITY?

As defined by the IBO (2019, *Academic Integrity Policy*, updated March 2023, p3):

“Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.”

Academic integrity encompasses the five fundamental values of **honesty, trust, fairness, respect, and responsibility**. Academic integrity is not solely the responsibility of individuals but is a collective commitment that involves the entire school community.

4.8.4 WHY IS ACADEMIC INTEGRITY IMPORTANT?

By upholding academic integrity, educational programs maintain their credibility, rigor, and high standards. It supports the development of well-rounded and responsible learners.

As per the IB's perspective (2019, *Academic Integrity Policy*, updated March 2023, p5):

“During the learning journey, students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future. By supporting learners, a culture of self-respect and respect for others can be nurtured and developed. The key educational reasons to take such a strong line on academic integrity are the following.

To maintain fairness. Assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules. [...]

To maintain trust and credibility. Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

To develop respect for others. Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.”

4.8.5 ACADEMIC MISCONDUCT DEFINITIONS

Academic misconduct, includes, but is not limited to, the following examples:

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. The falsification of data and use of any Artificial Intelligence (AI) applications to complete academic work without acknowledgement and proper citations is considered academic dishonesty. Students should be able to provide evidence of their academic work and revisions if there are concerns about the validity and authenticity of their academic work.

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 overturn the charge of collusion.

COMMUNICATION ABOUT THE CONTENT OF AN IB OR AP EXAMINATION 24 hours before or after the examination with others outside their school community is considered a breach to IB and AP regulations.

EXAMINATION MALPRACTICE – using any unauthorized material or 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; disruptive behavior; communicating with others during an 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.

DUPLICATION OF WORK (“DOUBLE DIPPING”) - submitting the same piece of work for different assessments or IB or AP requirements.

FABRICATION - making up sources, data or information and trying to pass it off as authentic.

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; stealing examinations or past papers from teachers.

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

4.8.6 STUDENT COURSEWORK AUTHENTICATION

Within all IB World Schools, educators are entrusted with the responsibility to authenticate and oversee the progress of students' work.

“Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student” (2019, *Academic Integrity Policy*, updated March 2023, p54).

As an IB World School, we cannot accept or submit to the IB a piece of work that cannot be authenticated, does not meet the academic integrity standards nor can we present candidates to examinations who are not in good academic standing.

Students benefit from the guidance of their teachers with whom they engage in academic conversations, discuss concepts, research and sources, develop their ideas and arguments, and share their progress over several weeks or months. This collaboration and student work authentication begins with regular attendance and active participation during class time. As students progress, they are requested to document their work using Google Docs from their DAA Google account and to enable the document history function, through which they can showcase the evolution of their work over time in accordance with the submission deadlines. **While they are encouraged to utilize the grammar and spelling checker within Google Docs, students should not use external apps or extensions - such as Grammarly or Quillbot, that suggest word choices or reorganize sentence structures without proper citation.** They should be able to present at least one draft along with their research notes and sources. A work presented without evidence of progress cannot be authenticated and is considered academic misconduct. Students should be able to respond to any questions regarding content, word choice and sources.

CITATION

Students are expected to appropriately acknowledge any material, ideas, words, or work of other people or AI-generated text, image or material. A citation referencing the source must be included at the point where it is used in the text. This citation should lead to a complete reference in the bibliography. Absences of citations and bibliography references would constitute a misrepresentation of content and a form of academic misconduct.

4.8.7 RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY MEMBERS

	Rights	Responsibilities
Students	<ul style="list-style-type: none"> to be taught the skills to demonstrate academic integrity. to seek clarification and support regarding any aspects of academic integrity that may be unclear. to have access to support material to further understanding. to request a review of decisions made in accordance with DAA academic integrity policy and the IB academic integrity policy. 	<ul style="list-style-type: none"> to submit assessments on time as per the school assessment calendar. to submit work that is authentic and properly referenced. to adhere to academic integrity in both examinations and homework assignments. to understand what constitutes academic misconduct and its possible consequences. to report instances of academic misconduct to their teachers.
Parents	<ul style="list-style-type: none"> to be informed about the school's academic integrity policies and expectations. to be informed about their child's academic progress, including any concerns related to academic integrity. to seek clarification and support regarding any aspects of academic integrity that may be unclear. to request a review of decisions made in accordance with DAA academic integrity policy and the IB academic integrity policy. 	<ul style="list-style-type: none"> to support their children to plan and schedule their workload so that students have ample time to plan and ask for clarification from their teachers. to understand what constitutes academic misconduct and its possible consequences. to support their children's understanding of the academic integrity policy. to understand that external support may constitute a form of academic misconduct.

		<ul style="list-style-type: none"> to report instances of academic misconduct to the school.
SLT Teachers Librarian	<ul style="list-style-type: none"> To be provided with opportunities for professional development on academic integrity. To have access to resources and tools that support them in verifying academic integrity. to implement policies and procedures that support and uphold academic integrity. to take appropriate disciplinary actions in cases of academic misconduct. 	<ul style="list-style-type: none"> to create and promote a supportive environment for students to learn about academic integrity, honesty, trust, fairness, respect, and responsibility. to support students in developing research and citation skills. to ensure students understand what constitutes academic misconduct and its possible consequences. to submit student work for IB assessments only after teacher authentication with the support of tools such as Turnitin. to report instances of suspected academic misconduct to the High School Principal or Assistant Principal and to the IB.

4.8.8 DISCIPLINE GUIDELINES FOR VIOLATION OF THE ACADEMIC INTEGRITY POLICY

DAA regards academic misconduct as a serious violation of the community's trust. Any violation or suspicion of violation will be reported to the High School Principal or Assistant Principal. Violation of the Academic Integrity Policy will be tracked over the school career at DAA. Students who commit academic misconduct will face serious consequences. If the offense is repeated a student could be asked to leave the school and find another educational setting to complete his/her studies and universities and external institutions may be informed of the academic integrity concern.

4.8.9 ACTIONS ON BREACHES OF ACADEMIC INTEGRITY

When a student is found to have committed a breach of academic integrity, any reasonable appropriate penalty as outlined below will apply.

1st instance of academic integrity concern

This does not apply to final IB coursework or IB final examinations. See 4.8.10.1 and 4.8.10.2

- The High School Principal or Assistant Principal discusses the concern with the student and outlines consequences of future violations.

- The High School Principal or Assistant Principal notifies parents of the academic integrity violation by phone and email.
- Student work that is found to breach the academic integrity policy will be awarded 0% in PowerSchool.
- The student is given the opportunity to resubmit the work with proper citations and references in a timely manner for up to a maximum of a passing grade, i.e., 60%. Any subsequent work that is found to breach the academic integrity policy is awarded 0%.

2nd instance of academic integrity concern

This does not apply to final IB coursework or IB final examinations. See 4.8.10.1 and 4.8.10.2

- This is now a pattern of academic integrity concerns.
- The High School Principal or Assistant Principal discusses the concern with the student and outlines consequences of future violations.
- The High School Principal or Assistant Principal notifies parents of the academic integrity violation by phone and email.
- Student is placed on academic probation (see 4.8.10.3)
- A letter is placed into the student's permanent file.
- The student is awarded a grade of 0%.
- The student faces a possible external suspension of 1 day.
- Suspension from extracurricular activities, clubs, trips, sporting events, and MESAC for a term defined by the High School Principal.

3rd instance of academic integrity concern

This does not apply to final IB coursework or IB final examinations. See 4.8.10.1 and 4.8.10.2

- This is now a serious pattern of academic integrity concerns.
- Parents called in for a face to face meeting.
- A second letter is placed into the student's permanent file.
- Student is placed on academic probation (see 4.8.10.3)
- Student awarded a grade of 0%.
- Additional consequences as determined by the administration:
 - Removal from high school courses
 - Reported to the superintendent's office

4.8.10 IB COURSEWORK

"If a final piece of work has plagiarized content, was not completed according to the subject guide requirements, or the candidate failed to attend meetings (or reflection sessions), that component should be awarded an "F" on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay" (IBO, Academic integrity for internal assessments, 2020). This would automatically result in a grade non-awarded for the relevant IB subject and non-eligibility to receive the IB diploma.

4.8.10.1 IB FINAL EXAMS

Any instance of academic dishonesty must be reported to the IBO, which will then make the final decision regarding the sanctions.

4.8.10.2 ACADEMIC PROBATION

- The High School Principal will meet with the students and parents to outline the academic integrity policy breach, the student and parent will sign an academic probation letter which outlines the breach and the action taken by the school as well as any possible future consequences.
- The academic probation letter is placed in the student's permanent file.
- Academic probation may last for 3 to 6 months as determined by the High School Principal.
- The academic probation letter will not be made public when records, transcripts, etc., are sent out, but will be reported in response to a direct question about past academic misconduct or disciplinary sanctions from schools, universities, colleges or from other authorized entities.

4.8.10.3 EXTERNAL SUSPENSION

- For violations deemed serious enough to warrant separation of the student from class for a limited time.
- The High School Principal will meet with the students and parents to outline the academic integrity breach, the student and parent will sign a suspension letter which outlines the breach and the action taken by the school as well as any future possible consequences.
- The suspension letter is recorded on the student's permanent file.
- The suspension letter will not be made public when records, transcripts, etc., are sent out, but will be reported in response to a direct question about past academic misconduct or disciplinary sanctions from schools, universities, colleges or from other authorized entities.

4.8.10.4 REMOVAL FROM HIGH SCHOOL COURSES

For significant repeated violation of academic integrity policy:

- Students may be removed or disqualified from specific courses at the discretion of the High School Principal. This may include IB/AP and American high school diploma courses.
- This action will be recorded in the student permanent file.
- The removal from high school courses will not be made public when records, transcripts, etc., are sent out, but may be reported in response to a direct question about past academic misconduct or disciplinary sanctions from schools, universities, colleges or from other authorized entities.

The school's reputation among universities is built on its academic integrity and all DAA university applications benefit from this reputation. For cases of academic probation and internal suspension involving students, the school has an obligation to maintain its academic integrity and report instances of academic malpractice which are on the students permanent file. This reporting may be

through the common application form, other university platforms or directly to schools or universities/colleges if they request the information.

4.8.11 IB STANDARDS AND PRACTICES SUPPORTING ACADEMIC INTEGRITY

Extracts from IBO, 2018, *Programme Standards and Practices*, updated April 2020:

Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)

Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

4.8.12 EMBEDDING THE POLICY INTO PRACTICE

This policy will be reviewed annually and will be introduced to the DAA community through multiple pathways including staff orientation, staff meetings, grade level assemblies, and parent coffee mornings. The Senior Leadership Team will review the implementation of this policy in classrooms and throughout the school on a regular basis.

Integrity in schoolwork requires that students produce 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 integrity. This can occur with print or non-print sources, such as the internet. COLLUSION is knowingly giving your work to someone else. If they choose to copy your work, this also constitutes academic dishonesty. As a result, we recommend that students do not share their work or graded assignments.

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 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.

4.9 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.

Acceptable Phone Use

- Cell phones and headphones (including airpods) must be off and in the student's book bag before entering class (cannot be on their person)
- Students may have cell phones and headphones (including airpods) during non-classroom time (class change, lunch, before and after school)
- Students may not take cell phones and headphones (including airpods) to the restroom at any time.
- Students can use headphones (including airpods) in an appropriate manner during class time with clear teacher instruction and guidance.

This policy applies to all technology and facilities at DAA.

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.
- 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 avoiding any deliberate attempts to disrupt network performance or interfering with the work of another user.

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 the 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.
- 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.

4.9.5.5 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.

Refer to [4.2.1 Discipline Procedures](#) for consequences of violations.

4.10 ATTENDANCE/WITHDRAWAL

4.10.1 SCHOOL HOURS

Monday-Thursday: 7:40 am - 2:55 pm

Friday: 7:40 am - 12:00 pm

After School Activities (if applicable): 3:00 pm-5:00 pm

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 for 20 consecutive or 25 non-consecutive days may result in a student facing disciplinary measures, such as no re-enrollment for the upcoming school year or loss of credit. Additionally, students with unsatisfactory attendance, as defined by KHDA, are not eligible for IB or AP courses.

Attendance will be monitored regularly and concerns communicated to parents. These concerns could end up with the student being placed on attendance probation during a meeting with both the student and parent. Parents must provide written reasons for absences from school.

The KHDA uses the following ratings for attendance:

Outstanding	98%	+/- 4 days per year
Good	96%	+/- 7 days per year
Acceptable	92%	+/- 14 days per year
Unsatisfactory	<92%	+/- 15 days per year

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 that they have missed.

If a student arrives after 9:00 am or leaves before 2:15 pm 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 traveling outside of the country on school sponsored trips need not report to school until 11 hours after the plane lands. If students are traveling 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 high school 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 EXCESSIVE ABSENCE PROCEDURE

Year Long Class	Semester Class
12 total or 10 consecutive absences ↓ Attendance Probation	6 total or 6 consecutive absences ↓ Attendance Probation
25 total or 20 consecutive absences ↓ Loss of Credit	12 total or 10 consecutive absences ↓ Loss of Credit
↓ Appeal Process	↓ Appeal Process

4.10.4 ATTENDANCE PROBATION

If a student accumulates a 12 total or 10 consecutive absences for a year-long class, or 6 total or 6 consecutive absences for a semester-long class, that student may be placed on attendance probation. The consequences for violating attendance probation may include: community service assignment, loss of extracurricular privileges - clubs, athletics, student activities, being moved from

unsupervised study hall to supervised study hall, and/or loss of grade level privileges. Attendance probation status will be reviewed at mid-term and semester breaks.

4.10.5 LOSS OF CREDIT AND APPEAL PROCESS

NEASC accreditation and KHDA require a 90% attendance rate to earn course credit. If a student continues to accumulate absences after being placed on attendance probation and reaches 12 total or 10 consecutive absences for a semester class or 25 total or 20 consecutive absences in a year-long class, the student will earn a No Credit grade. Students may engage in an appeal process to earn credit in the course. The appeal process will consist of an application given upon request for reinstatement of credit and a meeting with a panel to decide whether the student will earn credit.

****If it is determined that a student's attendance does not adequately improve after the student is placed on Attendance Probation and goes through the appeal process, the student's case may be referred to KHDA and the student may not be promoted to the next grade.***

4.10.6 TARDIES

4.10.6.1 Arrival to School

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

Tardy to the first class of the day (arrival after 7:40 am) may result in the student's phone being held securely at the reception desk until the end of the school day.

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.

4.10.6.2 Class

Students more than ten minutes late to class are considered unaccounted for (UMT) without documentation from a staff member. Consequences will be issued as per guidelines.

- If a student accumulates an excessive number of unexcused tardies in one week (5 or more), they will be required to serve an after school detention.
- If a student accumulates unexcused tardies within a specific class, the teacher may assign them a lunch detention at their discretion.
- Multiple weeks of excessive tardiness may result in attendance probation, social probation, or the loss of privileges.

4.10.7 UNEXCUSED ABSENCES

If a student skips a class, their parents will be informed by the attendance secretary. If this behavior is repeated, an after school detention will be assigned. Should the accumulation continue, 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 in addition to attendance probation.

4.10.8 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 sick leave or accident report is required for this absence, outlining the medical emergency.

5.0 STUDENT SERVICES

5.1 LIBRARY

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

The library's collections continually grow to support the curriculum and encourage reading, listening, and researching. Professional journals and books assist teachers in curriculum design and development. In addition to worldwide newspapers available from online databases, the library subscribes digitally to the New York Times and to a wide variety of magazines through Sora. Students and staff identify books, online resources and evaluate websites through Destiny Discover, the library catalog. This is available from every computer in the school. Sora, the digital library, is available as an app or across any device through internet browsers. A broad range of reference books cover both general and specific topics, while fiction books cover the following main genres in the collection: fantasy, thriller, mystery, graphic novel/manga, historical, science fiction, and classic literature. Online databases provide full-text articles from newspapers, magazines and 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: 7:15 am – 3:15 pm

Friday: 7:15 am - 12:00 pm

Students are welcome to use the Library after 2:55 pm, Monday - Thursday, for homework, research, reading and thinking, as long as library staff is present. Due to meetings, etc., the library may occasionally close at 3:00 pm.

5.1.1 LIBRARY EXPECTATIONS

Respect others by talking softly.

Eat and drink in the designated spaces.

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 9 -12 can check out up to four books for one month. 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 overdue materials. Materials that are 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 check out 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 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 they progress 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

5.3 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.

5.3.1 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 their 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.

5.3.2 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 them at home and inform the HS Attendance Secretary.

5.3.3 SCHOOL MEDICAL EXAMINATIONS

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

5.3.4 MEDICATIONS

If regular medication is required 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.

5.4 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 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 student's 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, AP, 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.

5.5 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. Food 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.

5.6 LOST AND FOUND SERVICES

Students are responsible for the safekeeping of their personal belongings on campus. Any report of missing items should be directed to the high school office within 48 hours. Items of value should be handed over to the high school office for safe keeping. Any unclaimed items are donated to charity at the end of the school year.

5.7 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 your 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.

For any infractions:

First report – STS files with Dean of Students, STS contact home, meeting with student

Second report – STS files with Dean of Students, Dean of Students contacts parents

Third report - STS files with Dean of Students, student suspended from bus usage

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 AND SERVICE LEARNING

6.1 PHILOSOPHY

At DAA, the faculty and staff strive 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.

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.

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 SERVICE LEARNING

At Dubai American Academy, we believe in fostering well-rounded individuals who not only excel academically but also contribute positively to their communities. As part of our commitment to holistic education, students in Grades 9-12 who are not enrolled in the full IB Diploma program are encouraged to engage in service learning activities that promote empathy, social responsibility, and active citizenship. Service learning provides a unique opportunity for students to apply classroom knowledge in real-world settings while making a meaningful impact on the lives of others.

Purpose of Service Learning: Service learning is an integral component of our educational philosophy, aiming to develop students' character, leadership skills, and a sense of social awareness. By participating in service learning, students can:

- **Connect Classroom Learning to the Real World:** Apply theoretical concepts learned in class to practical situations, gaining a deeper understanding of the subjects they study.
- **Cultivate Empathy:** Develop empathy and compassion by interacting with diverse individuals and communities, promoting a greater understanding of societal challenges.
- **Enhance Communication and Collaboration:** Collaborate with peers, teachers, and community members to solve real problems, thereby improving communication and teamwork skills.
- **Foster Responsible Citizenship:** Encourage students to become active and responsible citizens, contributing positively to their local and global communities.

Service Learning Requirements: Students in Grades 9 through 12 who are not enrolled in the IB Diploma program are recommended to complete a minimum of 20 hours of service learning over the course of the school year. These hours should be distributed across various activities and initiatives, allowing students to explore different areas of community service. To fulfill this requirement, students must adhere to the following guidelines:

- **Selecting Service Opportunities:** Students are encouraged to explore a variety of service opportunities, including local nonprofit organizations, community events, environmental initiatives, healthcare centers, and more. The goal is to engage in activities that align with personal interests while addressing genuine community needs.
- **Planning and Approval:** Before beginning a service project, if students need support they should consult with the Activities Coordinator or their CREW teacher to discuss their chosen activity. This helps ensure that the chosen project is appropriate and aligns with the school's values.
- **Documentation and Reflection:** Throughout their service learning experience, students can maintain a reflective journal, documenting their experiences, challenges faced, lessons learned, and personal growth. Students can utilize their Managebac accounts for this purpose. Regular reflections encourage deeper understanding and critical thinking.
- **Presentation or Showcase:** At the end of the service learning period, students are encouraged to share their experiences with their peers, teachers, and the school community. This promotes the exchange of ideas and lessons learned, inspiring others to participate in similar activities.
- **Evaluation and Recognition:** Students will be evaluated based on their commitment, engagement, and the quality of their reflections. Those who complete the recommended 20 hours of service learning by the June 1st deadline will receive an ATL grade of "Meeting Expectations" on their end of year report card.

At DAA, we firmly believe that service learning not only benefits the communities we serve but also empowers our students to become responsible, compassionate, and socially aware individuals. Through these experiences, students will carry forward a commitment to lifelong learning and community engagement, making a positive difference in the world around them.

6.4 MIDDLE EAST SOUTH ASIA CONFERENCE (MESAC)

Dubai American Academy is a member of the Middle East South Asia Conference (MESAC). The MESAC philosophy is dedicated to coordinating a range of superior sporting and fine arts activities through inter-school collaboration. There are currently six 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 hosts 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.

ATHLETIC DEPARTMENT OFFERINGS

<u>Season One: September–mid-November</u>
Volleyball, Swimming, Varsity Academic Games, Junior Varsity Academic Games Golf, *Dance/Spirit team (TBC)
<u>Season Two: Mid November – mid February</u>
Soccer, Basketball, Tennis, Senior Fine Arts, Cross-Country
<u>Season Three: February–April</u>
Track and Field, HS Softball (Girls), HS Baseball (Boys), Badminton, Speech and Debate, Junior Fine Arts

*For more information parents and students are kindly asked to refer to the Parent and Student Athlete Handbook or directly through the Athletics Office.

6.5 ELIGIBILITY

In order to be eligible to participate in student activities such as athletics/MESAC, arts festivals, Higher-Level Service and Careers Trips, student council, drama, MUN, Duke of Edinburgh, etc., a student must meet the following eligibility requirements:

Attendance Requirement:

- In good standing (not on attendance probation)

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

Academic Requirement:

- D or above in all classes. (No Pass, No Play)
- This requirement includes being eligible to be selected for the team and to play in each game.
- If a student is ineligible to play due to a failing grade, they will remain ineligible for three weeks.
- After the three week period, a student can regain eligibility if their grades improve to the required level.

Behavior Requirement:

- No more than two behavior referrals in a semester. All referrals must be below a Level 3.

**Exceptions may be made in special circumstances with HS Administration approval.*

6.6 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

Communication between parents and school is a high priority at DAA. Parents will receive communication via email throughout the year; please ensure that your email address is current. Information about school events will also be available on [SPOTS](#) and on our website.

7.1 ACADEMIC REPORTING

Families receive four reports each academic year, two mid-semester progress reports and two end of semester report cards. Parents and students are encouraged to regularly review student's progress in PowerSchool.

7.2 PARENT-TEACHER CONFERENCES

There are two scheduled opportunities for parents to connect with teachers regarding their child's progress. Parents will be notified by the school of scheduled conference days and should sign up for

meeting times. Student participation in these conferences is highly encouraged as they will lead the conversation about their learning and progress.

7.3 MID-COURSE REVIEWS FOR GRADE 11 IB STUDENTS

Mid-Course Reviews are student-led conferences that take place at the end of the first year of IB courses. Mid-Course Reviews are a critical component to the success of our IB students, as they serve to provide a plan for Year 1 students as they transition to Year 2 of the IB Diploma program.

7.4 SPOTS NEWSLETTER

[SPOTS](#) Newsletter is a biweekly bulletin that captures the current events and happenings of the entire DAA community. Review SPOTS for information on upcoming events, activities, and important community information.

7.5 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.

7.6 POWER SCHOOL

PowerSchool is DAA's student management system, where student information is collected and stored. The parent portal is a gateway into the system, giving parents access to real-time information including attendance, grades, behavior reports, and detailed assignment descriptions. Teachers share information with parents and students, which allows students to manage 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, contact the appropriate secretary to schedule appointments. ***If the intent is to discuss concerns regarding academic progress, appointments should be made after speaking to the appropriate teacher.***

8.2 LEGAL STATUS OF STUDENTS

All students attending DAA are required by 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 and AP courses usually require more homework than other, non-IB courses. In general, IB and AP students can expect some homework over weekends and holidays, and need to spend extra time on Internal Assessments. In the case of IB 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.

9.0 POINTS OF CONTACT

DAA Telephone: +971 (0) 4 704 9777

High School Secretary to Principals: +971 (0) 4 704 9723

High School Secretary to Counselors: +971 (0) 4 704 9831

High School Attendance Secretary: +971 (0) 4 704 9747