GEMS
أكاديمية جيمس دبي الأمريكية
Dubai American Academy

MIDDLE SCHOOL HANDBOOK
2022/2023 Academic Year

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Dear Middle School Students and Parents,

Welcome to Dubai American Academy Middle School!

The middle school years are an exciting and challenging time of life as students are growing and developing in many ways. As we bridge the gap between childhood and adolescence, students will experience both an opportunity and need for greater independence. With greater independence comes an increase in responsibility. It is the goal of the Middle School staff to develop student agency in order to achieve future success.

Our diverse school community serves to enrich the learning environment and promote an understanding and acceptance of cultural differences. The Middle School team at DAA work together to create an enriched American curriculum that will both challenge and support students.

In the Middle School, we believe that students must develop academically, emotionally and socially. We strive to maintain a positive school climate by celebrating the achievement and success of each student. All members of our community are committed to nurturing the whole child.

We look forward to getting to know students and parents in the coming year.

Sincerely,

Dr. Justin Reynolds
Middle School Principal

Maggie Moffat Baxter
Middle School Assistant Principal

Sean Mc Garvey
Assistant Principal

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1.0 DAA MISSION/BELIEFS/PHILOSOPHY

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 VISION
Dubai American Academy will be recognized as the **model for international enriched American education in the world**. We will develop the innovators of the future in all fields by understanding their individual learning and social/emotional needs and building their critical learning skills, competencies, and international mindedness through inquiry and real-world problem solving.

A skills-based education founded on the GEMS Core Values

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

1.3 MIDDLE SCHOOL BELIEFS

The DAA Middle School beliefs come from the mission statement and are guided by the GEMS core values.

We will aim to provide an environment that meets the **individualized** needs of all of our students, challenges our teaching and learning practices to be truly **inspirational** and world class, and amplifies the **interconnectedness** of our community.

The DAA Middle School will aim to be:

Individualized
- Meet the needs of the whole child through academic, social, and physical challenges.
- Encourage self-expression within the limit of our school standards of personal conduct.

Inspirational
- Challenge students to be resilient, analytical, critical, and reflective thinkers.
- Celebrate the diversity around us through our own uniqueness.

Interconnected
- Inspire an appreciation of community on a local and global level.
- Foster a culture of collaborations, communication, and reflection in order to grow in all facets of middle school life.

2.0 GENERAL INFORMATION

2.1 DAA 2022-2023 School Calendar

August 26, 2022	Student Orientation Day for Middle School/ High School
August 29, 2022	First day of school
September 13, 2022	Middle School Back to School Night
September 14, 2022	High School Back to School Night
September 15, 2022	Elementary Opening Night
October 09, 2022	Prophet's Birthday (PBUH) *(Expected Islamic/National Holiday and subject to Lunar Calendar and Government Announcement)**
October 12 - 14, 2022	Parent-Teacher Conferences (ES)
October 17 - 18, 2022	Professional Learning Days *(No school for students)*
October 24, 2022	Diwali(Noon Dismissal)
November 3, 2022	UAE Flag Day
November 16 - 18, 2022	Parent-Teacher Conferences (MS & HS)
November 24, 2022	Thanksgiving Holiday *(No school)*
December 1 - 3, 2022	Commemoration Day/National Day. *(Expected Islamic/National Holiday and subject to Lunar Calendar and Government Announcement)**
December 9, 2022	Elementary Trimester 1 Report Cards Issued/Last day of school before Winter Break
December 12, 2022 - January 1, 2023	Winter Break
January 2, 2023	First day of school returning from Winter break
January 16- 26, 2023	High SchoolSemester 1 Exams
January 27, 2023	Last day of Middle School and High SchoolSemester 1 Exams
February 2, 2023	Middle School Semester 1 Report Cards Issued
February 3, 2023	High School Semester 1 Report Cards Issued

FEBRUARY 16, 2023	PROFESSIONAL LEARNING DAY *(NO SCHOOL FOR STUDENTS)*
FEBRUARY 17, 2023	NO SCHOOL *(NO SCHOOL FOR STUDENTS AND STAFF)*
FEBRUARY 20 - MARCH 3, 2023	IB MOCK EXAMS
FEBRUARY 27 - MARCH 3, 2023	MIDDLE SCHOOL WEEK WITHOUT WALLS
MARCH 13 - 15, 2023	PARENT-TEACHER CONFERENCES (MS & HS)
MARCH 16 - 16, 2023	PARENT-TEACHER CONFERENCES (ES)
MARCH 24, 2023	ELEMENTARY TRIMESTER 2 REPORT CARDS ISSUED/ LAST DAY OF SCHOOL BEFORE SPRING BREAK
MARCH 27- APRIL 07, 2023	SPRING BREAK
APRIL 10, 2023	FIRST DAY OF SCHOOL RETURNING FROM SPRING BREAK
APRIL 20- APRIL 23, 2023	EID AL FITR. *(EXPECTED ISLAMIC/NATIONAL HOLIDAY AND SUBJECT TO LUNAR CALENDAR AND GOVERNMENT ANNOUNCEMENT)**
APRIL 27 - MAY 19, 2023	IB EXAMS
MAY 27, 2023	HIGH SCHOOL PROM
JUNE 2, 2023	GRADE 12 GRADUATION
JUNE 5 - 23, 2023	HIGH SCHOOL END OF YEAR EXAMS
JUNE 20, 2023	MS COMPLETION CEREMONY
JUNE 22, 2023	MIDDLE SCHOOL SEMESTER 2 REPORT CARDS ISSUED
JUNE 26, 2023	LAST DAY OF SCHOOL BEFORE SUMMER BREAK (NOON DISMISSAL)

2.2 CAMPUS SECURITY

DAA guidelines for safety and security are detailed in a security manual that is used by all DAA staff to ensure uniform, orderly and timely responses to emergencies. Teachers teach emergency procedures for building evacuation and relocation to a safer area of the school during Homeroom: C.R.E.W. time (3.1.2). Drills are practiced so that students know the appropriate responses in emergency scenarios such as a fire at school. Students and families are given I.D. cards that give them access to the school. **These tags should be worn at all times while on campus for family members.**

2.3 SCHOOL HOURS

Sunday, Monday, Tuesday, Wednesday: 07:40 - 14:55.
Friday: 07:40 - 12:00.
Dismissal - if a student is not participating in an afterschool activity, they are expected to leave the school campus immediately at the end of the school day.

2.4 SUPERVISION BEFORE AND AFTER SCHOOL

2.4.1 MORNING
Students are able to enter the Middle School at 7:15am.
Middle School students enter the DAA campus through the main pedestrian crossing at Gate 3. Students then may access the Middle School hallway via the stairwell next to the Elementary School playground, near the outdoor running track. Please see the map below for further guidance. Students are expected to maintain social distance and other safety protocols and proceed to their first block upon entering middle school.

2.4.2 AFTERNOON

Upon completion of their scheduled classes or after school sponsored activities, students are expected to leave the campus **promptly**. Students who are not met should wait near the main security for their transport. Students not participating in an after-school activity must exit campus directly after school. **Students are not allowed to wait inside school for siblings participating in after school activities.** In the event that further use of school facilities is necessary a student must be supervised by a teacher or obtain permission from the Principal.

The campus is closed on Tuesdays after school to all students for staff professional development, and Friday and Saturday with the exception of special events.

2.4.3 EARLY RELEASE

Students are permitted to leave the school campus during the school day **only if they have prior permission in writing** from the parent/guardian to the Middle School secretary. If permission to leave campus has been granted, students must obtain an early release slip from the Middle School Office and be escorted by a parent or guardian.

3.0 ACADEMIC PROGRAM

The Middle School academic program aims to promote a culture of kindness within a structure in which learning is personalized. Our Middle School Program ensures the following characteristics are at the heart of all learning experiences:

Student-Centered
The importance of individual student voice and choice are prioritized throughout the learning process. Personalized pathways are available to all students.

Challenging
Ensuring that every student learns and every member of the learning community is held to high expectations.

Empowering
Providing all students with the knowledge and skills they need to take responsibility for their lives, to address life's challenges, to function successfully at all levels of society, and to be creators of knowledge.

Equitable
Advocating for and ensuring every student's right to learn and providing appropriately challenging and relevant learning opportunities for every student.

3.1 CURRICULUM

The Middle School curriculum consists of both core subjects and electives. The core subject areas include English, Mathematics, Social Studies, Science, Physical Education/Health, Arabic and Islamic Education (for Muslim students). Electives offered include Art, Coding & Robotics, Mixed Media, Drama, Music, French, Spanish, Dance, Strength Training and Sport Leadership. Please note Grade 6 has the opportunity to try a range of electives before selecting three to study in Grade 7 and Grade 8. The Middle School learning program strives to provide meaningful learning experiences for students enriched with opportunities for students to be thinkers, inquirers, innovators and responsible digital citizens. A strong advisory program is integrated into our 'Community, Respect, Empathy & Wellbeing' (CREW) program. This program offers opportunities for students to work on personal projects which foster their Future Fluent mindsets and advanced technology applications, as well as their project management and design thinking skills.

3.1.1 LEARNING COMMUNITIES

There are two learning communities (also known as pods) per grade level, each comprising approximately 100 students. Each pod is guided by a Head of Grade and an interdisciplinary team of teachers who are dedicated to that learning community of students.

Each teaching pod consists of a Mathematics teacher, English teacher, Social Studies teacher and Science teacher. Based on student needs, a member of the SEND (Special Education Needs Department) team will work closely with teachers to support students' learning.

The pods will also be supported by other content specialists who support our vision to deliver a holistic education. Experiences in The Arts and World Languages will be an important part of a holistic educational program.

In collaboration with the school's counseling team, C.R.E.W. will cover many of the essential issues related to the social, emotional and academic development of the students. This program is delivered through activity-based lessons.

3.1.2 HOMEROOM: COMMUNITY, RELATIONSHIPS, EMPATHY & WELLBEING (C.R.E.W.)

All Middle School students are assigned to a Homeroom class of approximately 17 students. Students meet four times per week for 40 minutes each lesson. The four themes covered in C.R.E.W. include:
1. Building community
2. Developing life skills
3. Inquiring minds
4. Moral education

This period will see students working on personal projects which foster their Future Fluent mindsets and advanced technology applications, as well as their project management and design thinking skills.

Students will be able to prepare for their future career endeavors, work on projects assigned to them by their "employers", share with their peers and reflect on how they are applying their learning. It will also put the students at the center of our dynamic curriculum design and review process as we continue to adapt our offering in response to the world around us (i.e. the world they will be experiencing in their placements).

In collaboration with the Middle School's Heads of Grade and Assistant Principals, C.R.E.W. time will also integrate many of the essential themes related to the social, emotional and academic development of the students. To support this learning, the UAE Moral Education Standards reinforce the C.R.E.W. time by developing students' knowledge and skills in the areas of character and morality, individuality and community, civics studies and cultural studies.

3.2 COMMUNITY BUILDING

Each homeroom class is placed in a house team. These multi-age houses include the Tigers, Lions, Cheetahs, Panthers, Cougars and Jaguars. Throughout the year the students participate in community building and extra-curricular activities that strengthen team spirit and both within and across the grade levels.

3.3 BLOCK SCHEDULING

DAA follows a block schedule of 80 minutes per lesson. Block scheduling heightens the expectations for an active learning environment in the classroom and encourages students to take responsibility for their own learning. A classroom making the best use of the extended time periods will see students engaged in dialogues among themselves and with the teacher, working on problem-based and project-based learning, using authentic tasks to demonstrate competence and to self-assess, whilst being involved in cooperative learning and work stations. Teachers use a variety of teaching and learning strategies to help students achieve their personalized targets.

3.4 STANDARDS-BASED GRADING AND REPORTING

The DAA Middle School is a standards-based school. Each subject has a set of standards which teachers report on throughout the year. Grading procedures are related directly to stated learning goals, i.e. the relevant curriculum standards or any other learning goal communicated by the teacher at the start of the course/unit.

Students are assessed on their progress towards meeting the curriculum standards. Students should always know what they have to complete to achieve the respective grade for an assignment.

Behaviors are assessed separately from curricular standards. At DAA, these are called Approaches to Learning (ATLs).

3.4.1 ASSESSMENT AND ASSESSMENT PROCEDURES

Assessment is the systematic collection, review, and use of information about student achievement undertaken for the purpose of improving learning and development. In simple terms, assessment is the measurement of progress towards learning goals.

The purposes of assessment are to provide information about student achievement to students, teachers, administrators, and parents.

Specifically assessments provide feedback to:
- students about their achievement of learning objectives so they know how to improve.
- teachers about student progress so they can identify strengths and needs and modify teaching activities to help students achieve learning objectives.
- school administrators about student achievement so they can make administrative or curricular decisions that will help students better achieve long-term learning goals; and so they can provide staff with targeted professional development.
- parents about their child's achievement of learning objectives and identify areas in which their child needs support, encouragement, and positive reinforcement.

The two types of classroom assessments are…
- **Summative** also called Assessment of Learning (AoL).
  Summative assessment is provided to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period.
- **Formative** also called Assessment for Learning (AfL).
  Formative assessment refers to all those activities undertaken by teachers and/or by

students, which provide information to be used as feedback to modify the teaching and learning activities in which they engage.

Each subject uses reporting standards to report student progress towards proficiency in the curricular standard (s) using the 4 point scale as follows:

Level	Descriptor
MASTERING 4-MST	❏ Learner provides compelling evidence demonstrating the transfer of concepts, knowledge and skills as indicated by the stated learning outcome (standard). ❏ Observable evidence of this level will include skills such as evaluating, justifying, synthesizing, proposing, and defending. ❏ Learning is profound and students work interdependently.
ACHIEVING 3-ACH	❏ Learner provides sufficient evidence to securely demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard). ❏ Observable evidence of this level will include skills such as applying, analyzing, explaining, comparing, contrasting, organizing, and connecting. ❏ Learning is deep and students work independently.
APPROACHING 2-APP	❏ Learner provides partial evidence to demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard). Additional focus and practice is needed to develop and solidify the learning outcome. ❏ Observable evidence of this level will include skills such as identifying, using/employing, classifying, completing, re-phrasing, summarizing, and describing. ❏ Learning is appropriate to level and students are starting to work independently.
DEVELOPING 1-DEV	❏ Evidence provided by the learner has just begun to demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard). ❏ Observable evidence of this level will include skills such as recalling, identifying and repeating. ❏ Students are dependent on the teacher at this level.

Additional Codes
NTA   Not taught or assessed during the semester
EX   Exempt (individual assignments)
L   Late (individual assignments)
IE   Insufficient evidence

Student progress will be updated regularly and can be monitored through the web-based program called PowerSchool. Each parent and student are given a password to access PowerSchool where students' grades are posted and updated regularly. Grade Reports are issued twice per academic year. If you have not received your PowerSchool Parent Username and access ID for your child, please email Helpdeskforstudent@gemsdaa.net.

3.4.2 APPROACHES TO LEARNING

DAA emphasizes learning to learn. Students develop transferable Approaches to Learning (ATL) attitudes, dispositions and skills that will equip them across a range of situations to do well.
When teachers plan, they identify the specific ATL skills that students will need to develop alongside the subject group objectives in order to be successful. There are four main categories of approaches to learning: self-management skills, critical thinking skills, collaboration and social skills, and communication skills.

3.5 GRADE ELIGIBILITY

If, due to legitimate extenuating circumstances, a student cannot complete the required work for a specific marking period, the teacher may enter a "1" or an "IE" as the level on the report card. In this case, the student has a reasonable amount of time (determined by the department) to make up the work. If a student will receive a "1" or "IE" parent communication will be sent ahead of the report card.

3.6 REPORTS

All students and parents will have access to their grades via PowerSchool throughout the semester. At the end of the 1st semester and 2nd semester, an official DAA Report Card will be generated and made available online to parents and students through PowerSchool. Throughout the year, teachers will communicate with parents either by PowerSchool Learning, sending an email, or by phone. **If there is concern at any time in regards to student progress, we encourage parents to schedule an appointment with the relevant teacher(s) concerned.**

3.7 LEARNING PLANS

We enroll students who demonstrate the ability and willingness to succeed in a highly academic environment and accept the responsibilities inherent in being a good community member.

A student may be put on a Learning Plan if they are not finding success in their classes. During this period a student is expected to meet the following expectations, and failure to do so may result in further consequences.

If a student over time continually performs below the standards in any class, s/he will be placed on a learning plan until such time as her/his performance improves. After consultation with teachers and parents, the Principal may decide that the student may not participate in extracurricular activities or school social events until the results are meeting expectations.

3.8 PROMOTION / RETENTION

Students failing to meet the academic expectations of DAA may be required to repeat the grade level. This decision will be made after initial consultation with the student, family, concerned teachers, HOG and/or counselors. The ultimate decision will be by the Principal.

3.9 HOMEWORK PHILOSOPHY

When homework is an engaging and relevant learning activity that is purposefully designed and connected to learning expectations, it can positively influence student learning. High quality homework assignments can (a) improve speed and accuracy with important skills and processes, (b) activate prior knowledge, and/or (c) introduce, extend, or elaborate on new learning. Such assignments provide students with deliberate practice, which can be tailored to the needs of individual students. Effective homework assignments cultivate positive, open school-home partnerships between teachers and parents, while providing students with opportunities to create authentic products and rehearse important academic skills. Finally, time spent on homework should be appropriately balanced with the importance of personal and family wellness.

3.9.1 HOMEWORK RESPONSIBILITIES AND EXPECTATIONS

When homework is an engaging and relevant learning activity that is purposefully designed and connected to forethought learning expectations, it can positively influence student learning. High quality homework assignments can:
- improve speed and accuracy with important skills and processes,
- activate prior knowledge, and/or
- introduce, extend, or elaborate on new learning.

Such assignments provide students with deliberate practice, which can be tailored to the needs of individual students. Effective homework assignments cultivate positive, open school-home partnerships between teachers and parents, while providing students with opportunities to create authentic products and rehearse important academic skills. Finally, time spent on homework should be appropriately balanced with the importance of personal and family wellness.

In the Middle School we follow Marzano's 10 minute rule, which is that students should be assigned no more than 10 minutes of homework per grade level. So, following that rule, a 6th grade student should have no more than 60 minutes of homework per night. Please note that this does not include reading, which is on top of the Marzano guidelines.

In addition, teachers are encouraged to use the flipped classroom homework strategy, by inverting Bloom's Taxonomy, whereby students spend more class time on the more difficult cognitive tasks such as application and analysis and less class time on the easier tasks such as remembering and understanding.

RECOMMENDED HOMEWORK MINUTES PER NIGHT

Recommended Homework Minutes per night	Types of Homework
Grade 6 - approximately 60 minutes Grade 7 - approximately 70 minutes Grade 8 - approximately 80 minutes	❏ Practice/Review/Preparation ❏ Skill Integration ❏ Extension/Enrichment

3.9.2 HOMEWORK RESPONSIBILITIES AND EXPECTATIONS

Teachers are responsible for:

● designing homework assignments that clearly articulate their purpose and expected outcome;
● sharing expectations for homework with students and parents early in the school year;
● timely regular communication that shares practices that will help families support their children;
● providing meaningful feedback;
● depending on the subject and the developmental needs, assigning homework that is appropriate to the student's age, learning style, skills and individual needs;
● teaching the skills necessary for the student to complete the homework independently and successfully; and
● choosing activities that promote a discussion between students and parents, when appropriate.

Students are responsible for:

● ensuring they clearly understand homework, including assignments, criteria, and timelines;
● asking for clarification and/or help when homework assignments or the expectations are unclear; and
● regularly completing assigned homework in a timely manner to the best of their abilities.

The family is responsible for:

● providing an environment, including uninterrupted time and a workplace, for homework to be done;
● providing encouragement and appropriate support without doing the homework for their child;
● providing a healthy balance between homework, co-curricular activities and family commitments;
● using discretion to determine an appropriate amount of time spent on homework (based on grade level guidelines);
● contacting the classroom teacher if their child is not consistently able to do the homework by him/herself or in a reasonable amount of time; and
● encouraging their child to develop a positive work ethic and a sense of responsibility.

3.10 STUDENT PLANNER

To support organizational skills each student is given a Student Planner which must be brought to all lessons. Homework assignments or other reminders should be recorded. Teachers may also use the planner to record notes to parents. Planners will be used to monitor breaks. Parents are requested to sign their child's planner weekly. If a student misplaces or damages their planner they are expected to replace it at a cost of AED 20.

3.11 ACADEMIC REWARDS

The Middle School strives to recognize our students' accomplishments throughout the year. These are acknowledged and celebrated during assemblies in a variety of ways.

4.0 STUDENT GUIDELINES AND RESPONSIBILITIES

4.1 BEHAVIORAL PHILOSOPHY

The Middle School believes that all students should have the opportunity to develop to their fullest potential. We believe our school must guide students as they become progressively more self-disciplined, responsible learners, cooperative and able to work independently.

The Middle School will provide a positive learning environment that is developmentally responsive to the social and academic needs of students. This environment, both in and out of the classroom, encourages a wide range of learning experiences while emphasizing basic skills.

Finally, the Middle School encourages close collaboration and partnerships with students, parents, and faculty. It is these partnerships which will facilitate successful transition of students from the Middle School through to the High School.

4.2 RIGHTS AND RESPONSIBILITIES

The following is a statement of responsibilities and rights at DAA Middle School. It is through mutual acceptance of responsibilities that rights exist and that guidelines are followed.

- EVERY STUDENT HAS A RIGHT to an appropriate education.

- EVERY STUDENT HAS A RIGHT to a positive learning environment.

- EVERY STUDENT HAS A RIGHT to a safe and secure school environment.

- EVERY STUDENT HAS A RIGHT to expect reasonable and socially responsible behavior from others.

- 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 safety of others and to deal with conflict in an appropriate manner.

- EVERY STUDENT HAS A RESPONSIBILITY to treat themselves and others with respect by speaking and acting in a socially responsible manner.

- EVERY STUDENT HAS A RESPONSIBILITY to take pride in the school by helping maintain the campus, the buildings and related equipment.

- EVERY STUDENT HAS A RESPONSIBILITY to follow class rules.

- EVERY STUDENT HAS A RESPONSIBILITY to be prepared to learn.

- EVERY STUDENT HAS A RESPONSIBILITY to respect the reputation and good names of others.

- EVERY STUDENT HAS A RESPONSIBILITY to abide by all the expectations and regulations set out in the 'Student Handbook'.

4.3 MIDDLE SCHOOL BEHAVIOR AND STUDENT MANAGEMENT

Students are expected to conduct themselves, both on and off campus, in a manner which reflects well on themselves, their school, their families, and their countries. The Superintendent and/or the Principal reserves the right to take appropriate disciplinary action in the case of violation of these standards.

Our Middle School philosophy is underpinned by a restorative approach to discipline. Restorative practices in school brings persons harmed by misbehavior and the person who harmed them, along with affected community members, together in dialogue that aims to build understanding, explore how the actions have impacted those involved, including the community, and develop agreements for what will be done to make things right. The result: truly meaningful justice for all involved.

Restorative practices in schools are based on restorative justice principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to an agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning.

Source: http://restorativeresources.org/

With cooperation from students, staff and community, the Middle School will follow a **Progressive Scale of Behavior Management** meant to allow students an opportunity to learn the appropriate mannerisms as set out by the Middle School 'Student Handbook'.

The school expects parents to support its authority and to direct any questions regarding an action taken by the school to the particular teacher or Assistant Principal/ Principal involved without delay.

The Principal reserves the right, where in their opinion sufficient cause exists, to suspend from school. Any student who has demonstrated that she/he is unwilling or unable to comply with the school's behavior guidelines. In extreme circumstances the Principal, in discussion with the Superintendent, may review a child's placement at DAA.

Mutual respect and consideration, whether inside or outside the classrooms, guides all of our interactions with others. To help maintain and foster the aforementioned respect, all students, teachers and parents are expected to model the following behaviors:

- Treat people and property with dignity and respect
- Participate actively in the learning process
- Complete assignments within the agreed time frame

- Exhibit a positive attitude
- Act responsibly and honestly
- Arrive at school punctually and prepared to learn
- Use appropriate language
- Adhere and respect social distancing expectations as necessary

There are a few specific expectations that will also help community life. Students should not:
- Disrupt classes with unacceptable behavior
- Be absent from class without the permission of a teacher
- Leave school grounds without permission
- Bring to school: weapons (real or any resemblance).

Please note that violations of the standards of basic conduct can result in immediate suspension from school, specifically:
- Violence or bullying
- Stealing
- Purposeful destruction of property.
- Bringing illicit or banned substances to school

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

We promote students following reasonable rules; it assists students to understand their purpose in the school community. In doing so, our students are expected to make the appropriate decisions necessary which demonstrate maturity and productivity.

We encourage our students to share any concerns they may have, with the understanding that any information shared is done so in confidence, within appropriate limits.

4.3.1 DETENTION/SUSPENSION/EXPULSION

Disregard of rules and regulations in this handbook may result in detention, suspension and/or expulsion. All infractions are referred to the Middle School Assistant Principals and are recorded.

- **Detention** may be during break, lunch or after school hours. The Head of Department, Head of Grade or member of the Middle School Senior Leadership team will subscribe detentions in a designated location. Parents will be notified when after school detentions are assigned.

- **Suspensions** will be either in school or out of school and may vary in length. The student is given the opportunity and responsibility during the period of suspension to make up class work and assessments given during the period of absence from classes. A suspension can only be assigned by a member of the Middle School Leadership Team (Assistant Principals, Assistant Principal, Principal). External suspensions are a maximum of 3 school days per term.

- **Expulsion** is the consequence for serious and/or repeated infractions and will be dealt with as per individual case. A recommendation for expulsion will be in consultation with the Principal and Superintendent.

Note: Any behavior or activity undertaken outside DAA, that is illegal or brings disrepute to DAA, may result in **suspension** or **expulsion** from school. Consequences of the actions are shared with the family of the student who violated the code of conduct.

4.3.2.1 BEHAVIOR LEVELS AND CONSEQUENCES

Respect Self, Respect School and Respect Others

Level 1 - Level one behaviors are typically dealt with by classroom teachers. Level one focuses on primary behaviors and immediate solutions.

These examples of behaviors merely serve as an illustrative guide and are not limited to the list below:

Examples of Level 1 Behaviors	Examples of Level 1 Consequences
- Disrupting hallway, class and/or school functions - Poor Sportsmanship - First time Dress Code violation - Disrespect - Inappropriate use of language - Homework infractions - Littering - Chewing gum - Pushing or tripping - Inappropriate display of affection - Low level teasing - Reoccuring unexcused tardies - Off task behaviors including: - Chat/text messaging and using social networking sites (ex. Snap chat during class time) - Viewing websites that are not part of the assigned class work. - Gaming during class - Inappropriate use of electronic devices - Neglecting requested parent signatures - Interfering with others learning - Misbehavior as determined by teachers and/or school administration - Not taking planner to lessons - Congregation in common areas - Congregation in bathrooms	- Restorative conversation with the teacher to reflect on the behavior - Student will receive a warning - The student will be reminded of the behavior agreement and encouraged to modify his/ her behavior accordingly**.** - Continued disruptive behavior in class, playground or extracurricular activities will result in parent conferences, detention, and other forms of restorative actions. - Key restorative questions will be asked.

Level 2 - These behaviors are moderately serious behavior concerns or repeated Level 1 misbehaviors. Logical consequences for Level 2 breach of conduct will be decided by the Head of Grade and/or Assistant Principal in consultation with the classroom teacher. A record of the incident will be recorded. Parents will be notified by the Head of Grade or Assistant Principals as required.

These examples of behaviors merely serve as an illustrative guide and are not limited to the list below:

Examples of Level 2 Behaviors	Examples of Level 2 Consequences
- Repeating Level 1 Behaviors - Academic dishonesty - Continued Dress Code violations - Aggressive or constant teasing - Repeated pushing/tripping - Disrespect of property - Offensive emails - Dishonesty - Indirect bullying - Downloading programs and games that interfere with student learning or Acceptable Use Policy (This includes sharing games via USB sticks) - Sending unwanted and/or offensive (e)mail or messages (e.g. via chat) - Plagiarism - Viewing offensive material - Violation of technology Acceptable Use Policy (Eg. Unauthorized online gaming, web browsing, etc) - Possession of items that are deemed unacceptable in school	- Restriction of privileges and activities - Making up for missed work at lunch times, after school or at home - Mediation sessions - Individual counseling - Parent contact/conference and involvement - Individual behavior chart/plan - Home-school reporting system (via email, behavior chart or Student Planner) - Detention - Confiscation of unacceptable items

Level 3 - Level 3 behaviors are serious breaches of the DAA behavior expectations and/or repeated behaviors of Level 2. A record of the incident may be recorded on the student's file. The Assistant Principal or Principal in consultation with the classroom or duty teacher would initiate a follow up with the student involved and decide on appropriate consequences. Parents will be notified by a member of the Middle School Senior Leadership Team (Dean, Assistant Principal or Principal).
These examples of behaviors merely serve as an illustrative guide and are not limited to the list below:

Examples of Level 3 Behaviors	Examples of Level 3 Consequences
- Repeated Level 2 behaviors - Deliberately defacing property - Compromising safety for self and/or others - Blatant or repetitive defiance of a staff member - Theft of property - Vandalism - Fighting - Identity Theft/Impersonation of staff and/or student online or through Social Media - Violation of technology Acceptable Use Policy E.g. Sharing or taking unauthorized photos or recording video of others. - Hacking - Possession of imitation weapons - Encouraging/Provoking Unlawful Behavior - Bullying- Physical/Verbal - Skipping Class - Buying or selling of goods on campus - Purposeful cyber bullying with malicious intent - Making derogatory, and/or racist comments or sharing similar content	- Individual counseling, with on-going instruction in personal and social development. - Mediation sessions 3-way conference between administrator, student and parent - Individual behavior plan/chart in consultation with Counselor, Home-school reporting system (via email, behavior plan or student planner) - Behavior Contract - School-based community service - Replacement/ repair of damaged property - Restriction of privileges and activities - Internal or external suspension - All actions taken with regards to the Behavioral Protocols and expectations are decided by the Middle School Leadership Team.

Level 4 - Level 4 behaviors are the most serious breaches of the DAA behavior expectations and/or repeated behaviors Level 3. A record of the incident will be recorded on the student's file. The Assistant Principals, Assistant Principal or Principal in consultation with the classroom or duty teacher would initiate a follow up with the student involved and decide on appropriate consequences. Parents will be notified by a member of the Middle School Senior Leadership Team (Assistant Principal or Principal).

These examples of behaviors merely serve as an illustrative guide and are not limited to the list below:

Examples of Level 4 Behaviors	Examples of Level 4 Consequences
● Repeated Level 3 behaviors ● Smoking (including tobacco products and electronic cigarettes) ● Possession of the above ● Possession Drugs/ Alcohol on campus ● Physical intimidation or verbal abuse towards a student or staff member ● Possession of weapons ● Altering or tampering with school records ● Gross or flagrant violation of school guidelines that endangers the reputation of the school or other students ● Leaving campus without permission ● Gross violation of technology Acceptable Use Policy.	● Individual counseling, with on-going instruction in personal and social development. ● Mediation sessions ● 3-way conference between administrator, student and parent ● Individual behavior plan/chart ● in consultation with Counselor Home-school reporting system (via email, behavior plan or Student Planner) ● Behavior Contract ● School-based community service ● Replacement/ repair of damaged property ● Restriction of privileges and activities ● Internal or external suspension ● Referral to Principal for possible dismissal or nonrenewal ● All actions taken with regards to the Behavioral Management Procedures are decided by the Middle School Leadership Team.

4.4 SCHOOL GENERAL GUIDELINES AND RULES

4.4.1 UNIFORM
The Dubai American Academy uniform is available at Threads.

- Regulation light blue tailored shirt fully buttoned or unisex polo for boys.
- Regulation fitted navy slacks for boys.
- Regulation light blue blouse fully buttoned or unisex polo for girls.
- Regulation knee length or longer dark blue skirts, skort or slacks for girls.
- School appropriate, closed toe shoes, with non-marking soles.
- Black belts for slacks.
- Regulation or school sanctioned sweatshirt/hoodie or sweater with school logo. (Seasonal Wear)
- DAA hats are suggested for students who are outside during PE or breaks.
- Appropriately worn team polo on game day for team members ONLY.
- If a student has PE in Block 1, they can come to school in their PE uniform. They should change into their regular uniform after their PE class for the remainder of the day.
- Regulation DAA leggings are permitted in PE class only, they are not allowed in other lessons

PHYSICAL EDUCATION (PE) UNIFORM
The DAA PE and Color House uniform is available at the Leopard's Den.
Note: All students must participate in swim units.

- Regulation DAA athletics shirt.
- Regulation blue shorts.
- Athletic shoes with non-marking soles and heels.
- Refillable water bottle
- Swimming suit (one piece tank type suit for girls is acceptable).
- Swimming caps are required for all students.

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COLOR HOUSE DAY UNIFORM
- House Color shirt
- Full length pants appropriate for school
- Close toed shoes

DRESS CODE
- During school hours, and while in school uniform, the following rules apply:
- Makeup if worn MUST be subtle and complement the School Dress Code
- Students with pierced ears may wear earrings that complement the DAA Dress Code. Other piercings are not permitted
- Except for tasteful highlights, students are not allowed to dye their hair with non natural hair colors
- Bracelets and rings must complement the school uniform – 2 maximum per arm
- Necklaces must complement the School Dress Code
- Non-regulation outerwear, such as a sweatshirts or sweatpants may not be worn at school

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

These rules will apply:
- No skirt drifts above the knees.
- No tight or ripped clothing.
- No spaghetti strap shirts or exposed shoulders.
- No exposed midriff.
- No low frontal cut shirts.
- No shirts that expose the back.
- No shorts unless specified on sporting activity days.
- No jewelry that does not complement the DAA Dress Code.
- No offensive logos or expressions on clothing.

School administration may request a student to return home for the purpose of changing clothing if deemed unacceptable. Our policy is: **Wear clothing that is respectful to you as well as the learning community.**

4.4.2 LEAVING CAMPUS

Students are to remain on campus at all times during the school day unless given approval by a member of the Middle School Leadership team (Assistant Principal or Principal) or the Middle School Office to leave. If students must leave due to illness, the school nurse and/or school administration will contact the parents. If students must leave campus prior to dismissal time, parents are requested to notify the MS Attendance Secretary about this via email in advance. In all cases, students must obtain an early release slip in order to leave the school campus.

4.4.3 DANCES

The dress code for social dances are proposed by staff and approved by the school administration. A chaperone is authorized to remove any student from a DAA dance social if they deem that a

student's behavior and/or dress are inappropriate. No students from outside DAA are permitted to attend school dances.

4.4.4 VISITING STUDENTS

DAA students wishing to bring friends, relatives and/or family members to join them during a lunch break MUST obtain permission from the Middle School Office prior to the day of visit.

4.4.5 BULLYING

According to www.stopbullying.gov, an official website of the United States Government, bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

In order to be considered bullying, the behavior is often aggressive and includes a series of malicious behavior with the intent to hurt or harm others.

Bullying is associated with behaviors causing an imbalance of power whereby kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same or different people. Some bullies target individuals while others target a variety of people.

In order to be considered bullying, unwanted or unwelcome behavior typically occurs more than once. A single, unkind act does not usually constitute bullying, however incidents of harm and wrongdoing will still be addressed according to the school's behavior protocols.

DAA does not tolerate any form of bullying (verbal, physical, social or cyber). Offenses will be addressed by the classroom teacher, the Middle School Assistant Principals, the Middle School Counselors, and, where appropriate, the Middle School administrators for follow up and consequences. Offenses may result in student suspension and/or expulsion.

Bullying that occurs outside of school is the responsibility of parents/guardians. Parents and guardians are reminded that students must be of legal age to use social media. Please refer to the guidelines associated with specific social media for age restrictions.

4.4.6 POOL/GYMNASIUM SAFETY

Students are expected to abide by all pool and gym safety procedures outlined by their teachers and/or administration. All students are required to participate in pool and gym class periods as part of the enriched American curriculum.

4.4.7 DAMAGE TO SCHOOL PROPERTY

Students will be individually charged and expected to reimburse the school for any damage they cause to school property.

4.4.8 CANDY, GUM, CARBONATED DRINKS & COFFEE

In an effort to maintain our facilities, DAA is a gum free campus. Furthermore, candy, coffee and carbonated drinks are not permitted by practice unless organized for a special occasion planned by the school.

4.4.9 LITTERING

DAA is a clean, GREEN campus and requires students to help maintain its beauty. Students found littering will be required to assist any cleanup duties resulting from their actions. The common rule is 'If you are near it, then you own it!'

4.4.10 DRUGS / ALCOHOL VIOLATION

The use of drugs 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, school provided transportation, or at school sponsored or chaperoned functions, is prohibited and is a grave infraction against the school and UAE Law, and thus it will not be tolerated.

- The UAE Government has a zero tolerance policy regarding drug use or possession of drugs.
- DAA has a zero tolerance policy in regards to student possession or use of drugs.
- A maximum of 3 day suspension from school per term and indefinitely from all school activities until due process is finalized with probable expulsion from school.

4.4.11 TOBACCO/VAPING

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

4.4.12 ACADEMIC HONESTY

Honesty in schoolwork requires that students do their own work. Students are expected to give credit to ideas, language, or thoughts which are not their own.

To take ideas, writing, or thoughts from someone else and pass them off as one's own is PLAGIARISM and is a violation of academic honesty. This can occur with print or non print sources, such as the internet. DAA regards acts of academic dishonesty as a serious violation of the community's trust. There are levels of consequences for students who engage in academic dishonesty.

The use of Artificial Intelligence (AI) applications (i.e., Chat GPT) to complete academic work is considered academic dishonesty. Students may be required to provide evidence of their academic work and revisions if there are concerns about the validity and authenticity of their academic work.

A superficial change of wording, structure, or conclusion is not sufficient to turn aside the charge of plagiarism.

The majority of plagiarism is dealt with at the teacher and department level. Repeated offenses are then brought to SLT.

4.4.13 GUIDELINES FOR ACADEMIC INTEGRITY

Regarding Homework
Most homework assignments are given as learning experiences and so getting help from others may be considered appropriate. However, a student who copies another person's assignment which may make a teacher think that the student has completed the work is considered to be cheating and violates academic integrity.

Examples of homework activities that DO NOT violate the Guidelines of Academic Integrity
Include:
- Working with another person on a cooperative study assignment when both names are affixed to the final submission for grade attribution.
- Review of a question or problem by another person for the purpose of getting suggestions for a strategy for solutions, as long as the solution is entirely worked out by the student.
- Work that is assigned and announced by the teacher as work that will not be graded and which the student completes with another person, or persons, with the knowledge of the teacher.

Examples of homework activities that DO violate the Guidelines of Academic Integrity, include, but are not limited to:
- Solving problems or answering questions for which another student will receive a grade. Copying or paraphrasing another student's work, or the work of an author, in whole or in part, and claiming it as one's own.
- Turning in someone else's work as the student's own.
- Allowing/encouraging another student to copy all or part of one's own work and claim it as their own. Taking information directly from the Internet and presenting it as one's own.
- Receiving help from someone else such as a parent, tutor or sibling and presenting it as one's own.

Regarding Tests And Quizzes
Obtaining unfair help with tests and/or quizzes is a violation of the guidelines for academic integrity. The following are examples of unacceptable test behavior and are provided to give an idea of common mistakes:
- Discussing (in detail) a test/quiz that the student has not yet taken with a person who has already taken it.
- Bringing hidden notes or using unauthorized notes during a quiz or test. The mere possession of such "cheat notes" indicates intent to use them and as such would be considered a violation of the DAA guidelines for academic integrity.
- Looking at another person's work during a test or quiz.
- Talking to another person during a test or quiz unless specifically permitted to do so by the teacher.
- Allowing another person to look at work during a test or a quiz.
- Assisting another person during a test or a quiz through noises, silent signals or electronic means.
- Possessing, in ANY form, a copy of the test or quiz before it is administered. Taking another person's quiz or test for them at their request.

4.4.14 ABSENCES

Students are expected to attend school every school day. Good attendance is essential if the student is to be successful. Faculty can best help educate when students meet this expectation. Absenteeism can adversely affect not only the progress of the offender but the progress of the rest of the class as well. Parental excuses are required for absences from school.

Students that have chosen the 100% in-school option for learning are expected to be in school every day to have their attendance count as present. If they are not in school, their attendance will be counted as absent. Students that have chosen the 100% online option will be marked as present remote when they are learning online.

Attendance is taken at the beginning of every block.

Parents need to report by email both planned and unplanned absences including sicknesses to our attendance secretary as soon as possible. The attendance secretary's email is MSAttendance_daa@Gemsedu.com and the middle school office phone number is **047049728.**
If a student plans to be away for some reason, the Middle School office should be provided with a written notice from the parent or guardian at least one (1) day before the absence. It is the student's responsibility to complete any missing assignments by the agreed deadline and communicate with the teacher if they need support.

DAA Middle School students are not permitted to participate in or attend a Middle School activity on a day they are absent from school.

The KHDA uses the following ratings for attendance

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

Please note attendance data is recorded on your child's school report.

If students are absent 14 consecutive days or 21 non consecutive days, the KHDA guideline says that the school should consider if the student is academically able to progress into the next grade. This will be considered in a case-by-case situation.

According to KHDA guidelines, if students are absent 20 consecutive days or 25 non-consecutive days, they are subject to disciplinary actions that could result in expulsion from school.

4.4.15 TARDIES

Students are expected to be on time, whether in class or online. If a student arrives to class after 07:40, they must report to the Middle School Office prior to attending class to receive an attendance slip. Tardies may result in detentions or attendance probation. It is the responsibility of the parents to ensure that their non-bus students are punctual to school to ensure their child is prepared for Learning Block 1. **Please note: tardies are recorded on the student's report.**
Parents of students with persistent tardies over a two-week period will be notified that their child may be serving a lunchtime or afterschool detention, depending on recurrence. Continued tardies may result in the loss of lunchtime privileges, involvement in activities up to and including Week Without Walls.

4.4.16 TEXTBOOKS, LIBRARY BOOKS AND SUPPLIES

Textbooks when required are provided to all students on a loan basis. Students are held responsible for books checked out and must pay for lost or damaged books; including deliberate damage (i.e. writing and graffiti). Students must provide their own stationery supplies including notebooks, paper, pencils, pens and other related needs.

Lost textbooks or library books should be reported to the Middle School 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 TRC Clerk, the book will then be replaced. **Report cards are withheld for outstanding or lost textbooks.**

4.4.17 LOCKERS

Lockers and locks will be offered to each student in the middle school. Lockers are the students' responsibility and are to be kept in good condition. Vandalism of any lockers will be subject to consequences appropriate to our behavior policy.   It is important that locker combinations are not shared with other students. **DAA does NOT take responsibility for lost/stolen items; this includes money, mobile phones, other electronic devices, texts and/or clothing, etcetera.**

4.4.18 ELECTRONICS

Certain electronic items (smartwatches, tablets, etc.) may distract from the learning environment and are not to be seen during school hours at DAA unless a teacher has requested a student to use their personal device for a learning activity. Items may be confiscated if seen. **In addition, DAA assumes no responsibility for these items if they are broken, lost or stolen**. **We ask that all Apple devices have the "Find my Iphone" App for finding the location of misplaced devices. This is the responsibility of the student to download and sign-in to this app.**

4.4.19 MOBILE PHONES

Mobile Phones may not be audible or visible after students enter the building in the morning until after school (07:15-15:00). Mobile phones heard and/or used without permission during school hours will be confiscated and sent to the Middle School Office for safekeeping. If mobile phones are permitted to be used for educational purposes, the teacher will communicate this with their students. Teachers can request for mobile phones to be placed on their desk if a student leaves their lesson for any reason. This is to ensure the safety and wellbeing of all of our MS community.

1st Offense: The phone is kept with the MS Secretary until the end of the school day.
2nd Offense: The phone is kept in the Assistant Principals office until the end of the school day.

Repeat offense:
The phone will be kept by a member of the Middle School Senior Leadership Team, parents will be contacted and asked to collect their child's property OR The phone will be kept overnight and returned to the student at an agreed time with a parent. If a phone is confiscated on a Thursday, it will be safely kept in the school over the weekend.

If parents need to contact their child during the school day they are advised to contact the Middle School Office on 047049777. Equally, students have the option of using the Middle School Office phone to contact their parent(s) during the school day. Alternatively, they may be given permission to use their own phone by a member of the Middle School Wellbeing Team.

4.4.20 SOCIAL DISTANCING

The health, safety, and wellbeing of our Middle School community is of the utmost importance during these challenging times. We will be adhering the KHDA guidelines with regards to social and physical distancing and preventative measures. As this is a new concept for our students, DAA staff will be taking the opportunity to encourage students to make choices that keep themselves and others safe. Repeated or noncompliant behaviors will be subject to the middle school code of behavior.

5.0 RESPONSIBLE USE AND POLICY GUIDELINES

5.1 TECHNOLOGY - ACCEPTABLE USE POLICY (AUP)

In order for students at DAA to use the school's technology resources, they must follow the guidelines set forth in this Acceptable Use Policy (AUP). The rules detailed in this agreement are not all inclusive, and DAA reserves the right to change this agreement when necessary. It is a general agreement that all facilities (hardware, software, Internet, etc.) are to be used in a responsible, ethical, and legal manner. By signing the Acceptable Use Agreement, users acknowledge their understanding of the Acceptable Use Policy as a condition of using DAA's technology resources and Internet access.

Access to the school's resources, network, and the Internet should be considered a privilege, not a right and can be suspended immediately without notice. Users are reminded that access is available for educational and administrative purposes only.

DAA actively encourages the appropriate use of technology and provides electronic devices and services to promote educational excellence. While each student in Grades 6 through 12 is expected to provide an appropriate laptop, the school has a responsibility to maintain the integrity, operation, and availability of its electronic systems for access and use. DAA makes no guarantee that the functions or the services provided by or through the school network will be error-free or without defect. DAA will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.

DAA's technology resources are to be used in accordance with this AUP and all users are required to comply with its regulations. Non-compliance will result in disciplinary action. The school may restrict, suspend, or terminate any user's access to the school's computer systems upon violation of the AUP. This policy applies to all technology at DAA, not only the computers and equipment provided in the school's IT labs, but also the personal devices students bring to school in accordance with the school's laptop initiative.

5.2 USER RIGHTS AND RESPONSIBILITIES

Students can expect a 21st century learning environment at DAA where teachers work to integrate technology thoughtfully and purposefully in learning experiences and assignments. IT resources are intended for educational use and to promote educational excellence. Students can also expect access to appropriate devices and network services that support the educational mission of the school. Finally, students have a right to feel safe while using the school's resources and network.

The expectations below are intended to help students understand their responsibilities as technology users at Dubai American Academy.

5.2.1 EXPECTATION 1- APPROPRIATE USE OF THE NETWORK RESOURCES

- Internet access is available to all students and staff at Dubai American Academy. We believe these communication links offer vast, diverse and unique resources to both students and staff.
- Students are expected to access only classroom-related sites and applications during class time.
- All members of the DAA community will respect the values and ethics of the UAE. Users will not access or post inappropriate materials. Inappropriate use, materials and/or access include, but are not limited to, plagiarism, pornography, hate mail, cyberbullying, chain letters, unauthorized access (hacking), and email messages that initiate false alarms, etc.
- The school will use available monitoring and blocking software to filter objectionable materials on the Internet.
- It is the user's responsibility to keep all inappropriate materials and files, virus-infected media, or other software dangerous to the integrity of the system away from the school's technology.
- Activities that degrade the performance of the network are strictly prohibited and will result in suspension of network privileges. Such activities include, but are not limited to, peer-to-peer file sharing, downloading software, video or audio files.
- Email is allowed during school hours only in connection with a classroom assignment.
- High School and Middle School – Student photos and/or work may be identified by their full name with parental approval. Group or individual pictures of students with student identification are permitted with parental approval. Parents may elect to have their child assigned to the Elementary School level of use.

5.2.2 EXPECTATION 2 - MAINTAIN INTEGRITY AND LAWFULNESS

- **Students will not plagiarize material found on the Internet.**
- Users are responsible for adhering to the laws for copyrighted materials under United Arab Emirates and international guidelines.
- All software installed on personal technology is expected to adhere to UAE copyright laws (e.g., no pirated software).
- 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 or has been approved from an open-source solution.
- Licensed/copyrighted software is not available for borrowing and may only be used at other sites with approval of the IT Coordinator. Any attempts to circumvent the licensing control or the copying of software from the network without the IT Coordinator's permission is prohibited.

- Saving to a school computer's hard disk drive is granted only by permission of the instructor (for students) or IT Coordinator (for staff).
- School-related files are the only files to be saved in a student's personal folder or in their Google Drive.
- Students should not store commercial software, music, and/or games or hidden files on the DAA server.

5.2.3 EXPECTATION 3 - RESPECT AND MAINTAIN THE SCHOOL'S AND YOUR PROPERTY AND DATA

- Student-owned technology used at school is expected to be in good working condition with only properly licensed software installed, and sufficient battery life to operate when required in classrooms.
- Faculty and staff may check laptops at any time to verify ownership.
- Any malicious attempt to harm or destroy data, the network, and other network components connected to the network hardware or software will result in cancellation of network privileges.
- Software, hardware and peripherals are provided as tools for student use for educational purposes. Students are not permitted to install software, relocate hardware (except for portable devices), install peripherals or modify settings to equipment without the consent of the district technology department.
- Report equipment problems immediately to instructor / tech assistants / Network Administration / IT Coordinator.
- Leave workstations and peripherals in their designated places.
- Keep work areas neat and clean and free from food and drink.
- Student laptop use is only permitted under teacher supervision in classrooms or designated computer zones.
- Borrowing of school hardware is not permitted unless email authorization has been given from the IT department. If a person checks-out or borrows any IT equipment, they are responsible for replacing it or repairing it if it is lost or damaged.

5.2.4 EXPECTATION 4 - RESPECT FOR OTHER USERS, INCLUDING PRIVACY AND PROPERTY

- Students will be held accountable for Cyber-Bullying or the passing of inappropriate/illegal content, even if it occurs off-campus during the school year and negatively impacts the academic environment at DAA.
- Students will promptly disclose to a teacher or other school employee any message received that is inappropriate or makes the student feel uncomfortable
- Each user shall respect others' work, files, passwords and property (hardware and software).
- Users shall not misrepresent themselves, others or DAA in communications and/or online posts.
- Users should respect the rights of others using the school technology resources by: using assigned workstations, if required by the teacher; always logging off workstations; never attempting to disrupt network performance or interfering with the work of another user; and leaving equipment and room in good condition for the next user/class.

5.2.5 EXPECTATION 5 - 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 (Note: It is a violation to give access to your password to any other user).
- Students must immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not go looking for security problems, this may be construed as an illegal attempt to gain access.
- Students will not attempt to gain unauthorized access to any portion of DAA's electronic network.
- Users will not attempt to access websites blocked by district policy, including the use of proxy services, software, or websites.
- Users will not use sniffing or remote access technology to monitor the network or other user's activity.

5.2.6 EXPECTATION 6 - EXPECT MONITORED USE

- Understand that communication systems and use of DAA's networks should not be considered confidential and may be monitored by the School at any time to ensure reliability, integrity, security and appropriate use. Files stored on the network are treated in the same manner as other school storage areas, such as lockers. Routine maintenance and monitoring of DAA's electronic network may lead to discovery that a student has violated this policy or the law. Students should not expect that files stored on district servers are private.
- Students' right to free speech applies to communication on the Internet. DAA's electronic network is considered a limited forum, similar to the school newspaper, and therefore the school may restrict a student's speech for valid educational reasons.
- An individual search will be conducted if there is reasonable suspicion that a student has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

5.2.7 EXPECTATION 7 - PERSONAL EQUIPMENT

- All users must follow all policies even while using their own personal equipment.
- Watching DVDs, movies, TV shows, etcetera while at school is prohibited unless the media has been checked-out from the school library or has been provided by the school's streaming server.
- Private networks are prohibited within the school network unless users get permission from the IT department.
- Playing commercial/online games or using applications not sanctioned by a teacher is not permitted.

5.2.8 REMOTE LEARNING EXPECTATIONS

- All students are expected to be on time for all of their lessons, if not they will be marked as tardy.

- If a student misses a significant amount of the online lesson they will be marked as absent. This is up to teacher discretion.
- Students must use their correct name in order to be allowed into a lesson.
- Students that are working remotely are expected to remain in the lesson for the duration of the lesson. If a student leaves a session after a brief period of time and does not return, they will be marked as absent.
- All students' cameras should be turned on for the duration of an online lesson, this is a safeguarding issue. Students not adhering to this expectation may be removed from the lesson.
- The only exception to this is if the student is having genuine issues with accessing the lesson while their camera is turned on. In this instance the following steps must be taken:
    - An email must be sent from a parent or guardian to the student's Head of Grade and Homeroom teacher informing them of the issue. The student's teachers will then be notified of the issue.
    - At the beginning of the lesson for roll call the students camera should be turned on to ensure that they are present for the class.
    - The student may turn off their camera after this, the teacher will check in periodically throughout the lesson to ensure that the student is actively participating in class.
- If a student is having difficulty accessing the lesson they must email the teacher within the first 15 minutes of class.
- Students must be in their uniform while working remotely.
- Students cannot eat while they are on camera.
- Students should have access to all materials that are needed for class, including their planner.

5.3 CONSEQUENCES FOR VIOLATING ACCEPTABLE USE POLICY

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Student violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline, which may include but is not limited to:

- Use of network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges
- Suspension of computer privileges
- Suspension from school
- Expulsion from school and/or
- Legal action and prosecution by the authorities

The school administrators shall determine the particular consequences for violations of this policy. The Superintendent or designee shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action.

5.4 INTERNET/WORLD WIDE WEB USAGE

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

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. However, both student and parent are asked to sign an Acceptable Use Policy while their children attend DAA that will be enforced during the student's attendance at the school. 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.
- ✓ Email is allowed during school hours only in connection with a classroom assignment.
- ✓ Downloading of unauthorized programs is not allowed.
- ✓ All school web pages should reflect the mission of the school and adhere to the DAA Web Page Guidelines.
- ✓ 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.

6.0 STUDENT SERVICES

6.1 LIBRARY SERVICES

The Middle School library is located on the second floor of the school. The library provides collections of books, magazines, and online databases. In addition to worldwide newspapers available from online databases, the library subscribes to a local newspaper, a US newspaper and an international newspaper. Students and teachers can access the library catalogue from every computer in the school. Students are able to check out a laptop for classroom use.

6.2 LIBRARY MEDIA CENTER EXPECTATIONS

Respect others by talking softly.

Eat and drink in the cafeteria, not in the library.

Ask for help to find what you need.

Do be conscientious with library materials and facilities.

6.3 LIBRARY GUIDELINES

- Return or renew books and other items by the due date. Materials that are long overdue will be considered lost and after several reminders, an invoice will be sent.
- 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.
- If a book is damaged or lost, it will be charged to the student.

- Parents are welcome to use the library. Please see library staff to register and enjoy our many resources.

6.4 COUNSELING SERVICES

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

Initially, concerns about academic performance and behavior should be addressed with any related teachers. After this step, concerns may be referred to the Middle School Assistant Principals or the counselors depending on the nature of the concern.

The counseling program strives to support the academic, social and emotional development of the students. In addition, DAA has CREW in which character building is a component, which allows smaller groups of students daily contact time with their teacher-advisor throughout the year. In collaboration with this course, the goal is to help students develop self-insight and an understanding of the worth and dignity of others. We also want each student to gain knowledge of his or her unique mix of interests, talents and abilities and how to use this information for further educational and career choices. Other topics may include information on bullying and peer relationships, communication and conflict resolution, making constructive choices and developing core values.

6.5 SCHOOL NURSE SERVICES

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

The Department of Health and Medical Services requires that the following completed forms be kept on file to enable us to care for your child effectively. These forms must be completed and returned to the Health Office directly, prior to your child starting school.

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

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

➔ *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 inform DAA.

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

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

6.6 CAFETERIA SERVICES

Slices is the company that provides the food service program at DAA. Grade 7 & 8 Students are permitted to go to the cafeteria during lunch time to purchase meals or bring a packed lunch from home. The cafeteria is closed to students at all other times. Grade 6 students may either purchase their lunch from the Slices canteen located in Commons 4 or bring a packed lunch from home.

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

6.7 LOST AND FOUND SERVICES

Lost and found items are kept in the Middle School lost-and-found cupboard located in front of the Middle School Office, as well as in the PE change rooms. Students are encouraged to check this frequently. Electronics, watches, jewelry and glasses are usually kept with the Middle School secretary. Any unclaimed items are cleared from our cupboards every other week. We ask that student's personal items are named to ensure that if an item is misplaced it can be readily returned to the rightful owner.

6.8 BUS TRANSPORTATION SERVICES

Bus transportation to DAA is available through GEMS schools bus service. Information about bus services is available from STS services office on the DAA campus. Students must follow bus rules outlined by STS. Student infractions and their consequences are at the discretion of the private bus company and/or school administrator.

Reservations for bus services remain a contract between the family and that bus service provider, not DAA.

6.9 ACTIVITIES

In a school such as DAA, the faculty and staff attempt to provide students with many 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, Student Ambassadors, Student Council, class organizations and special interest clubs provide a hands-on opportunity for students to learn and participate in leadership skills. Student pride and school spirit promote good citizenship that carries over to future community involvement and citizen participation. Students are encouraged to participate in a variety of after school activities.

DAA Middle School students must be present on the day of the event in order to participate in student activities.

6.9.1 ACTIVITIES ELIGIBILITY

Students in good standing are eligible to participate in school activities. Students who are on academic probation may not be eligible. Please see section 3.5 above for more information.

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

6.9.2 AFTER SCHOOL ACTIVITIES

The school offers a wide range of activities outside school hours. These range from athletics to academics.

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, but many 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 students and their parents. Students are encouraged to attend at least one activity per term.

6.9.3 WEEK WITHOUT WALLS (WWW)

WWW is a series of academic, social and interpersonal learning experiences that occur outside the traditional classroom setting. Based on a solid curricular foundation, WWW extends students' academic skills in authentic, "real life" situations and involves Creativity, Activity and/or Service. ***There will be an additional cost for WWW.*** *M*ore information about WWW will be communicated throughout the year leading up to these trips. The Week Without Walls is scheduled Feb 25- Mar 4 this school year.

6.9.4 MESAC - MIDDLE EAST SOUTH ASIAN CONFERENCE (MESAC) - (To be confirmed)

Dubai American Academy is a member of MESAC. The MESAC philosophy is dedicated to coordinating a range of superior sporting and fine arts activities through inter-school collaboration. Currently there are member schools in UAE, India, Oman, and Qatar. Participants in MESAC tournaments benefit in many ways apart from competing in their particular activity. Part of the experience is living with another family.

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 the possibility of traveling throughout the UAE for warm-up competitions on at least one or two weekends along the way. Experience has shown that MESAC events are very popular and enjoyable. The school has laid down eligibility criteria for students taking part in MESAC events as it is considered a privilege to be selected. Students are required to sign an Activity Code Card outlining the criteria for extracurricular involvement.

6.9.5 EMIRATES COASTAL CONFERENCE (ECC)

Dubai American Academy is a member of ECC. There are member schools in Dubai and Abu Dhabi committed to providing extra curricular sporting activities that run in line with the MESAC seasons and sports.

6.9.6 JUNIOR EMIRATES ATHLETIC CONFERENCE (JEAC)

Dubai American Academy is a member of the JEAC. There are several member schools in Dubai and Abu Dhabi committed to providing extra curricular sporting activities that promote the development of students from Grades 4 through 7.

6.9.7 STUDENT COUNCIL

The Middle School Student Council is 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 6-8 are eligible to serve on the Student Council. 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 Council has created eligibility requirements for students wishing to serve in 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.

6.9.8 MIDDLE SCHOOL AMBASSADORS

The Middle School Ambassadors are a team of students who help to welcome new students into the Middle School while developing their own leadership skills. The nomination process to become an ambassador begins when teachers nominate students who show potential leadership skills and have shown a concern for others. Selected students from the nominations are invited to apply by filling out a short written application. Based on teacher recommendations and the short answer application and when needed for an interview, students are chosen to serve as a Student Ambassador.

Throughout the year the Ambassadors lead other Middle School students in community building activities. They lead transition activities for the incoming Grade 6 classes as well as being buddied up with new students entering DAA throughout the year to help ensure they have a smooth transition into our school. The Ambassadors represent our student body at school events and address parents during some Middle School initiatives for parents. Also, in addition to representing the Middle School, the Ambassadors participate in activities which explore aspects of leadership to help them develop their own leadership styles.

7.0 HOME/SCHOOL COMMUNICATION

7.1 SPOTS NEWSLETTER & GRADE LEVEL NEWSLETTERS

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

Every other week, a grade level newsletter will be sent home by your child's Head of Grade. The grade level newsletters enable parents to be regularly updated as to what is happening in the year group and to be reminded of upcoming school events.

7.2 BACK-TO-SCHOOL NIGHT (September 13th)

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

7.3 POWER SCHOOL

DAA will be using PowerSchool and PowerSchool Learning systems. PowerSchool is DAA's electronic student management system where student information will be collected and stored. The parent portal will be a gateway into the system giving parents access to real-time information that may include attendance, grades, behavior reports and detailed assignment descriptions along with school bulletins. Everyone stays connected. Teachers will be able to share information with parents and students, which will allow students to stay on top of their assignments, and ensure parents are engaged in their children's learning and progress.

The various capabilities of the platform will be phased in steadily once we begin the new year.

7.4 HOME / SCHOOL COMMUNICATION PROCEDURES

In order to make communications transparent, best-practice procedures are in place to ensure parent questions/concerns are addressed in the most effective way. If a parent has a question/concern regarding a particular class, the first point of contact is the relevant classroom teacher. If, after speaking with the teacher, the parent still has concerns or questions that have not been addressed, they should speak with the relevant Head of Department who has overarching responsibility for the teaching and learning in their subject. For general concerns we recommend parents schedule an appointment with the Homeroom: C.R.E.W. teacher or their child's Head of Grade in the first instance. Serious or repeat concerns are directed to the Assistant Principals who will then determine if further appointments are necessary by referral to either a Counselor, the Assistant Principal or Principal.

While you are always welcome in the Middle School, if you would like to discuss a specific issue it would be advisable to contact the Middle School secretary to schedule appointments with Counselors, Assistant Principal or Principal.

8.0 PARENT SERVICES

8.1 CONFERENCES

There are two formal parent/teacher conferences scheduled throughout the year which are used to report and discuss each child's academic, social and emotional progress. Informal conferences, email and telephone conferences are encouraged whenever teachers or parents have concerns. Members of the Middle School Leadership Team (Principal, Assistant Principal, Assistant Principals) and counselors are always available for conferences. Parents may phone to schedule an appointment. We encourage regular home and school contact, but suggest that parents begin the discussion with the person most closely related to the subject, in the first instance the teacher or Head of Grade. Parents are welcome to call or visit the Middle School Office and share suggestions or concerns with us.

8.2 LEGAL STATUS OF STUDENTS

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

8.3 EXTENDED PARENT ABSENCES

DAA students should always have proper home supervision by a parent. If due to an emergency, you will be out of town and your child will not be under your direct supervision, please inform the Middle School Office and 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 PARENTAL ENGAGEMENTS

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 WITHDRAWAL PROCEDURES

1. Parents should notify the Principal and Registrar's office and the student should notify his/her teachers as far in advance as possible (at least a two-week notification is needed) of the withdrawal date.

2. In the case of students in Grades 6-12 the Registrar will issue a withdrawal form. The form will be taken by the student to his/her teachers, library and returned to the Registrar. The Registrar will notify parents in the case of outstanding fees. The Principal is also notified of any outstanding fees. Transfer certificates will be handed to parents once all outstanding fees are settled.

3. Parents who wish to hand carry their children's records may do so. However, they should notify the school of their intentions to do this and ample time must be given to assemble records. Hand carrying of transcripts at the end of the year may be delayed due to grading of exams. In that case, transcripts and/or records will be sent to the new school or to the parents. Parents should leave their forwarding address and a stamped envelope at the earliest possible date. Records cannot be released until all outstanding fees are paid.

8.7 THE MIDDLE SCHOOL STAFF

The DAA faculty and administration serve the needs of the children and parents in all aspects of each child's education. This team, composed of the Superintendent, the Divisional Principal, Assistant Principal, the divisional Student Dean, Head of Inclusion, School Counselors, teachers, teaching assistants, and administrative personnel.

Administration Staff Superintendent: Dr. Ethan Hildreth Head of Teaching Learning & Innovation (K-12):Tammy Jochinke Principal of MS: Dr.Justin Reynolds Assistant Head of MS: Maggie Moffat Baxter Assistant Head of MS: Sean Mc Garvey	MS Counselor: Mira Nasr MS Counselor: Christina DeMers MS Counselor: Mark Gaffney MS Secretary: Sonal Gandhi MS Attendance Secretary: Barbara Hoyng
Heads of Grade (Grade 6) Matt Stephens Regan Moore (Grade 7) Amanda Browne(Grade 8)	James Sisson (Grade 6) Samarah Qadir (Grade 7) (Grade 8) Doneshia Gordon

English Department Matt Steenson (HOD) Amanda Browne Sinead Niland Molly Gaudette Manahil Ghani Mariam Siddiqi Brittany Carter Kristian Dior Almazan (EA)	**Social Studies Department** Olivia Thayer- Sukrieh(HOD) Kevin Osborne Dorothy Doohan Daniel Nicolson Landon Moore Alexandre Cerquiera Kelly Mallak (EA)
Math Department Nathalie Tourville (HOD) Doneshia McCoy Caroline Glynn Alejandra Velasquez Jody Harris Samarah Qadir Janauri Jones Muhammad Zeeshan (EA)	**Science Department** Katrina McNair (HOD) Paul Debnam Laura Garcia Regan Moore Elcke Moller James Sisson Geralyn Bufford Komal Knogiya (EA) Nija Anilkumar (Lab technician) Padmaja Mahesh (Lab technician)
Foreign Language Department Felipe Sanchez (Spanish) Cecilia Vallorani (Spanish) Kevin Kelly (French) Tanya Boudakian (French/ MFL HOD)	**Arabic** Mohamed Imbaby (Arabic Native) Mohsen Abdelhamid (Arabic Native) Miasa Al Najjar (Arabic Non-native) Eman Nabil (Arabic Non-native) Inas Wagih (Arabic Non-native) Louai Hassan (Arabic Non-native / HOD)
Islamic Education Nermin Khalil (HoD Islamic) Fatima Massad (Islamic Native)	**PE/Aquatics Department** Jillian Clegg (HOD) Scott McDougall Faye Robertson Matt Stephens Alen Kalodjera

The Arts	ELL
Shaun Murphy (Art) Riandi Weyers (Drama) Mandy Hollingshead (Music) Joseph Brinkman (Mixed Media) Ruby Ambrocio (EA Art) Jane Ross (Innovation Activator) Melinda Eversteyn (HOD - Art)	Lisa Gavigan
Library Michelle Ward (Literacy Activator) Sumita Sunar (EA)	**Inclusion Team** Leichen Smith (Learning Lab) Shelrica Grant (SEND 6-8) Elisa Stephens Beesan Hammad Ashley Ahrens TBD (EA)