

Al-Mizhar American Academy
Secondary School
Parent / Student Handbook
2017-2018





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As your new Head of Secondary I want to thank all of our AAM families. Your support of our school is appreciated, and needed more than ever as we work our way through another successful school year. This year we look forward to expanded curriculum opportunities, and better family engagement. I want you to know that I am listening to your concerns, and look forward to making significant progress in both the Middle and High Schools. Your involvement is important to our success, let's have a great school year.

Sara Noble

Al-Mizhar American Academy: AAM

AAM Mission Statement

Al-Mizhar American Academy is committed to meeting the needs of families with an international outlook who have chosen an American education. Our mission is to promote intellectual curiosity, independent and critical thinking, communication and problem solving skills, a lifelong passion for learning, and an exposure to and respect for cultural diversity. By expecting academic excellence, we inspire personal growth and develop intrinsically-motivated global citizens who are committed to being leaders, in both community service and environmental responsibility.

About AAM

AAM is a dynamic American school that aims to be at the leading edge of educational innovation and excellence. Our curriculum is based on the American Common Core Standards and is also aligned with the State of Kansas curriculum. It is enriched by the addition of a Middle East component and is delivered utilizing best pedagogical practices. We supplement our programs with host and foreign language teaching and a full program of athletics and co-curricular activities and opportunities. AAM has full membership in the Council of International Schools (CIS). AAM is accredited by NEASC and CIS.

AAM Learner Profile

All members of the school community, including teachers, students, and parents, should have a shared understanding of the common attributes that we adhere to for an effective learning environment. Below is the list of attributes that have been developed specifically for AAM students. We believe that through character development, students will become responsible members of the school, local, and global community.

- Caring**
- Innovative**
- Inquirer**
- Reflective**
- Spirited**
- Empowered**
- Principled**
- Knowledgeable**
- Communicator**
- Open-Minded**
- Inclusive**
- Balanced**

Non-Discrimination Statement

AAM admits students of any race or nationality and extends to them all rights and activities of the school. We make every attempt to give each and every student full access to our learning programs. We will give careful thought to the definition, implementation and review of policies to promote inclusion, including policies to address behavior, such as racism and bullying. We will ensure that students themselves have a prominent voice in matters that affect them, and we will act fairly and decisively in dealing with any behavior that is contrary to our inclusive ethos.

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Admissions:

Students are required to provide all report cards from previous schools. Report cards from all high school grades 9 to 12 that are not from American schools must provide a descriptor of the courses and grades, when courses and grading are not reflective of our American curriculum.

Grades and courses from curriculums other than American, will appear separately in the transcripts. and must be provided by the previous school(s). For IB curriculums, a passing grade must be a 3 or above. Any grade below a 3 will be considered a failure for a course, and will not receive course credit.

Files must be entirely complete, including final reports from previous years and math placement tests before a student will be allowed to be admitted to the school.

Communication and Parental Involvement

Parental Involvement

At AAM, we strongly believe that parents are integral members of the education process. For this reason, we encourage parents to be involved in monitoring and assisting in their child's progress. Ongoing communication between teachers and parents is essential. Parents are responsible to check all forms of communication, including the Communicator, Schoology, and emails. Parents should actively monitor school progress and attendance.

AAM Links

The key role of our AAM Links Class Parents is to support their student's class teacher and engage with other parents through open and ongoing communication specific to his/her Grade Level Class. This role is flexible and can be tailored to your interests, expertise and available time. The role involves working with the classroom teacher, meeting with them as needed to discuss class needs and upcoming events in order to provide assistance and support for classroom projects, field trips, and celebrations.

- Setup and maintain email/phone distribution lists for advising class parents of school or class activities and events.
- Encourage parents to develop a 'team effort' between home and school.
- Welcome new parents by organizing informal social gatherings such as coffee mornings, evenings out, family picnics or other social activities on student free days.
- Encourage parents to be involved at school by attending events such as AAM International Day, Book Week, School Plays/Productions and class presentations.
- Serve as a two-way channel of communication for issues of general interest and class specific between the teacher and parents.
- Provide the names and email contact details of school personnel when parents are seeking answers to specific school matters i.e. facility, sports or curriculum.
- Attend regular Parent meetings and information sessions.

The Communicator: Delta 6

Caring Innovative Inquirer Reflective Spirited Empowered
Principled Knowledgeable Communicator Open-Minded Inclusive Balanced



Parents and students will need to download the Communicator, Delta 6 app to their computer or smartphone using this link: <https://admin.d6communicator.com/login> and it will be your link to general school information. Parents should regularly monitor the Communicator, as this is the primary means of communication and is the official form of school communications.

General Communication

The classroom teacher is the first point of contact. Parents are also encouraged to make maximum use of our communication sources such as:

- Student and Parent Handbook
- Schoology
- School Communicator
- School email messages

The school primarily uses email as the main form of personal communication. Please ensure that your email address is up to date, and that it is regularly monitored. Any academic concerns will be communicated through email. Personal phone calls are considered a secondary form of communication, and will be utilized as necessary, once communication has been made through email. Additional concerns may be addressed by email, or a request for a personal telephone conference. Please contact reception.

Change of Address

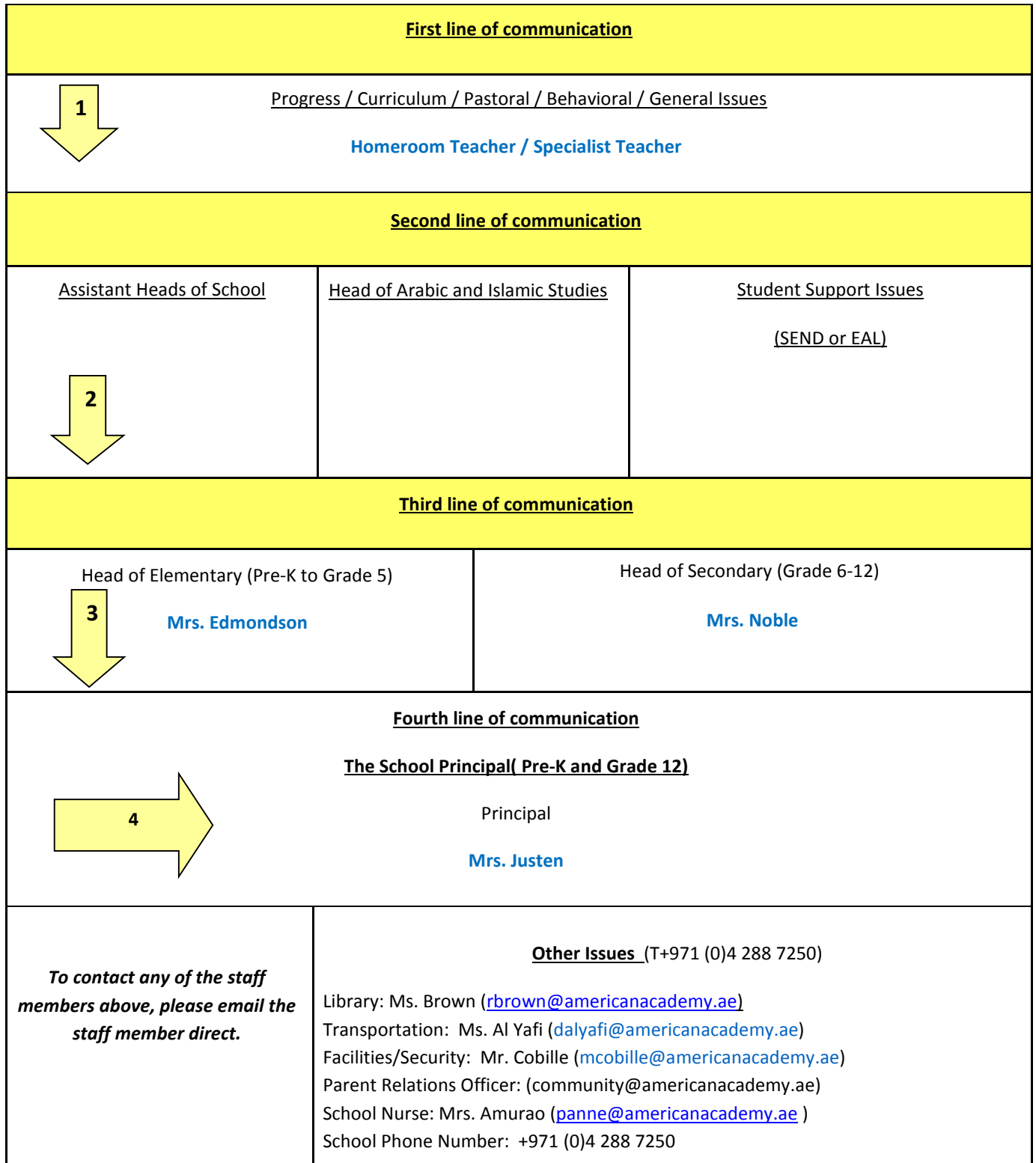
Please notify the school immediately of any changes to your address, telephone number, or email.

Parent Concerns and Appointments

We encourage open dialogue between parents and teachers. However, we ask that you make an appointment according to your need (see flowchart below). Please contact teacher direct to address the specific concern. If a call is received via reception, the teacher will contact the parent within 24 hours to make an appointment.

Caring Innovative Inquirer Reflective Spirited Empowered
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Below is a flow chart of how to address concerns at AAM



School Uniform and Supplies

Compulsory Uniform

Students are required to be in proper school uniform everyday unless there is a special event that allows for a different dress code.. The uniform must be completely adhered to, including any sweaters, jackets, or shoe wear.

If a student has extenuating circumstances that require them to be out of uniform, in whole or in part, the parent of the student must call the school prior to 8:15 am to request special permission or send a note to the Head of Division. Any prolonged digression from the uniform for a valid reason requires a meeting with the parents and administration to provide reasoning, proof, and to receive permission. AAM's uniform policy is strict in order to ensure safety, focus on academics, and to avoid distractions in the classroom. All parts of the uniform must be purchased from Zack's, our uniform supplier.

Secondary Student Uniform

Any student who is not in complete uniform **will not** be admitted to class, and parents will be called to deliver the appropriate uniform or students will be provided a clean second-hand uniform. Students who are out of uniform will be considered to be absent from school, and these absences will accumulate according to school policy.

Students are expected to be in proper school uniform at all times. Footwear should be a black, flat shoe either a loafer or an oxford in style. Sneakers are not permitted except during PE class. Socks or tights must be black or white. Any jewelry worn must be discreet: one small pair of stud earrings, one watch, one ring and one small necklace. Avoid wearing expensive jewelry to school. Girls who cover with a headscarf must wear plain black or white with no decoration.

Students are not to dye their hair in unconventional colors such as pink and green. Students may not wear make-up to school. Students may wear School hoodies are allowed in lieu of sweater or blazer; however, uniform blouses must be worn under the hoodie. House T-shirts can be worn on House Days and Sports Day.

Uniform Grades 6-12

- Full length or short sleeve white blouse with school logo
- Grey uniform pants.
- Grey full length skirt (optional)
- Pull-over sweater with school logo or AAM Jacket
- Class Hoodie(grades 9-11)
- Solid black shoes that cover the entire foot. No sandals, flip flops, ballet flats or high heels.

Grade 12 Students

Grade 12 students may substitute the school sweater with the senior jacket but must wear the grey school uniform trousers and school blouse with school logo underneath.

Student Textbooks and Supplies

Students' textbooks will be provided by the school on a loan basis. Students are responsible for returning them in reasonable condition. The average cost of replacing a lost textbook is 300 Dirhams. Students will not receive school reports, or any other school related documentation, unless all textbooks have been returned and accounts have been cleared.

Stationery and Supplies

Secondary students have different teachers for each subject, the stationary requirements are different for each teacher. Secondary school students are required to purchase their supplies according to each teacher's requirements.

Water bottles

We recognize the importance of environmental sustainability and are committed to becoming a Green School, operating as much as possible in harmony with the natural environment. We aim to become a model school in the region. We expect teachers to model environmental responsibility and to help students develop an awareness and understanding of environmental issues. To reduce our reliance on plastic water cups, every child must bring in a reusable water bottle.

PE Uniform and Policies

PE Uniform – Secondary

- White AAM polo shirt (purchased from Zaks)
- Black shorts or tracksuit bottoms (purchased from Zaks) or Sports leggings
- Students should wear sports trainers rather than casual shoes (eg, Daps, Toms, Converse)



All secondary school students are expected to wear their school uniform to school and change into their PE uniform at the start of their PE lesson. They must then change back into their full school uniform at the end of the PE lesson.

All students should wear the following PE kit:

- White AAM polo shirt
- Black shorts or tracksuit bottoms (suitable **sports** leggings can be worn)
- Plain black jumper
- Suitable sports trainers
- Students who wear a hijab: it is recommended that a sport specific one is used during PE
- **ALL** jewelry to be removed

Failure to wear the correct PE kit will result in a kit mark and will have an impact on the student's overall PE grade.

Swimming Uniform – Whole School

Full costume preferably black

- Swimming cap
- Large towel
- Swimming bag
- Flip-flops/crocs/sandals
- Goggles (not essential but recommended)



PE Policies & Procedures

It is expected that all students will participate to the best of their ability in their PE lessons.

General Expectations

- No chewing gum
- Long hair to be tied
- All jewelry to be removed (including stud earrings)
- Any new piercings may be covered with tape or plasters supplied by the student for up to 4 weeks
- Valuables are not permitted in the PE lockers, and should be stored and locked in the homeroom lockers. AAM is not responsible for any loss of property.
- Students must bring water bottles to all PE & swimming lessons
- Shin pads are advised to be worn for soccer and gum shields advised to be worn for rugby & hockey
- Students will be barefoot for gymnastics. Any foot infections to be covered with a plaster
- Students must report any health concerns, including any fasting, to the PE teacher prior to the start of the lesson.

The Use of Technology in School

Bring Your Own Device (B.Y.O.D)

AAM uses instructional technology as one way of enhancing our mission to teach the skills, knowledge and behaviors students will need as responsible citizens in the global community. Students learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In an effort to increase access to those 21st Century skills, AAM will allow personal devices on our guest network and school grounds for students who follow the responsibilities stated in the Acceptable Use Policy and the guidelines regarding B.Y.O.D. Bring your own device is limited to laptops and pads, and **does not include the use of cellular phones, i-watches, or other such devices.**

No Cell Phone Policy

Personal electronic devices have become an almost ubiquitous appendage of modern life. Al-Mizhar American Academy understands the importance of mobile phones for communication and to ensure the safety of students who travel to and from the school. However, students and parents should understand that in a school environment, the use of cell phones is distracting and can be disrespectful to others. Students should be mentally present during all lessons. Further, recent UAE laws have prohibited the photographing of individuals without their permission, the consequence being a hefty fine. For these reasons, AAM has instituted a “no cell phone” policy during the school day.



Should cell phones be brought to school but must be left in locked lockers or in boxes located in the classrooms. They may not be visible during the day, and may not be in use within the school building. Students may ask permission to use a school phone to call in case of emergency. Students should keep a handwritten list of all numbers, including parents and drivers. Cell phones are only permitted for use after the last school bell, and then only in the front of the building. Cell phones that are visible will be confiscated and returned to the student at the end of the day for the first incidence. Thereafter, parents will be notified and required to pick up the cell phone. Cell phones will not be released to drivers or nannies.

Social Media Violations

Al-Mizhar-American Academy actively monitors and blocks social media sites; recent developments in UAE law have become more stringent in regard to postings. AAM retains the right to confiscate any electronic device that is perceived as being misused. Any inappropriate use of technology will result in the implementation of the Behavior Management policy. Students and parents will be expected to review and acknowledge the BYOD and Behavior Management policy.

Photography

AAM requires that parents sign a photograph release form annually, before the 18h of September. Prior forms will not be accepted. Without a current form that specifically states that a student cannot be photographed, it will be assumed that the photography of the student is acceptable. Any student who poses for a school group photo gives their consent for the photograph to be viewed by others, and to be published. Students must be responsible for their own head-covering and photography restrictions from Grade 6.

Support Services at AAM

School Counselor

Our School Counselor works with students to ensure their social and emotional well-being. This may take place in group or individual sessions. In secondary, the school counselor helps students and parents plan the course of study at AAM and also provides college counseling.

The guidance counselor is available if you wish to discuss any personal or academic issues. To make an appointment please email the guidance counselor; whorsham@americanacademy.ae. Students will be seen as soon as possible. Remember, no problem or need is too small if it is disturbing you.

The Library

The Library Media Center creates and supports an environment conducive to reading and research. The library boasts a collection of English language materials and a growing French, Spanish and Arabic collection. In addition, our students have access, through the Library's computer, to student-friendly research databases such as Britannica Online, and eBooks through our Literacy Pro program. The library is maintained by one librarian and one library assistant. Lost or damaged books must be replaced or paid for prior to the release of report cards and other school related documents.

English as an Additional Language (EAL)

The goal of the English as an Additional Language is to support students who require additional language support while studying in English. Students will be given the LAS Links test in order to determine their eligibility for this special program. EAL support will occur mainly within the mainstream classroom. The EAL team will assist classroom and subject teachers in developing strategies within the mainstream class to help the students access the curriculum and perform to their fullest potential.

Student Support (LS)

The Student Support Department consists of educators who hold qualifications in Special Education and are further supported by Learning Assistants. The Learning Support Staff assists students who have learning needs. The learning support staff also works closely with class teachers and parents to address individual student needs. Parents may be required to provide additional support outside of school. In order for their child to be successful, student passports are created collaboratively with student, parents and teachers.

In order to be eligible for Student Support, a student must have an Educational and Psychological evaluation, completed by a licensed psychologist within the past two years. Students may not receive any special accommodations, such as additional time on assessments or testing in a special location without having been formally admitted into the student Support Program. Student eligibility is reviewed annually.

Student Health

It is the school's policy that sick children not attend school while sick. If your child is sick, he/she requires the care or comfort of loving parents in their home environment. If your child has any of the following complaints they should be kept at home. If a child is deemed sick with any of the following, they will not be allowed to attend out of school trips or excursions:

- High temperature
- Diarrhea
- Vomiting
- Head lice
- Severe skin rashes
- Productive cough (MUCUS)
- Conjunctivitis
- Tonsillitis
- Measles
- Rubella (German measles)
- Cold sores
- Ringworms
- Impetigo
- Hand and foot infection
- Chicken pox
- Diphtheria
- Infectious hepatitis
- Mumps
- Whooping cough
- Scabies
- Excessive discharge from eyes/nose/ears.

The school will advise all parents in case of any infectious diseases.

There is varying isolation periods for infectious disease and parents will be made familiar of these at the time of such infection by the School Nurse. A doctor's certificate must be produced before the child is allowed to return to school after such illnesses.



Clinic

The school clinic is open every school day, with the school doctor available twice per week and the school nurse available Sunday to Thursday. Students must report to their classrooms first and receive a pass from the instructing teacher to visit the clinic. Students may not visit the nurse without a pass. This includes break times and lunch. Should a need arise during these break times, the students should request a pass from a teacher or administrator. Students will only be seen without a pass in case of emergency.

Female Considerations

Our female students are required to supply their own sanitary supplies, and should use these independently. In cases of emergency, the clinic will provide sanitary pads, however students should be prepared and not view the clinic as their sole means of supply. Parents will be notified if a student repeatedly visits the nurse for this purpose.

Student Illness

Should a student become ill during the school day she must request a pass to visit the clinic. The nurse will determine the nature and degree of the illness and if the student should be sent home. Parents will then be telephoned and requested to come to collect their child.

Extended Absences

Absences of more than two days require a doctor's note that is turned into Ms. Amani or the clinic. If the student has had a transferable illness, they are to see the nurse before returning to classes. The nurse can only administer medicine with written permission from the parents. Any prescription medication that is required during school hours must be registered with and administered by the nurse.

Prolonged Illness

Any student with prolonged medical issues must meet with their parents, administration, and the School Nurse. The purpose of this meeting is to determine a health plan that will meet the need of the students. Parents must report any serious medical concerns and any medication that is taken consistently. This includes any psychiatric concerns such as anxiety disorders and any related medications.

Lice Policy

The School Nurse or Doctor regularly screen for head lice or nits. If a student is found to have live head lice, the student will be discreetly requested to move towards the clinic for parent pick up. Students found with live head lice may not remain in the classroom, and may not return to school until they provide a medical note stating the child is clear of live head lice.

Communicable Illnesses

Students with any type of communicable illness, including but not limited to; the flu, impetigo, pink eye, strep throat, fifth disease, chicken pox, hand-foot-and mouth disease, ringworm, and others, are not permitted to attend school. The school will notify parents immediately for pick up. The students should remain home until all symptoms have been cleared. The only exception to this policy is the common cold.

Student Safety and Well being

AAM strives to develop the whole child by involving our students in many extracurricular activities. Students who participate in these activities, on or off campus, and before or after school, must adhere to the guidelines and codes of conduct that have been established. Failure to do so will result in disciplinary action.

Pastoral Care, Well-being and Moral Education

AAM is dedicated to the emotional, physical and social well-being of every student. Our aim is to ensure that every student is known and that they feel part of our AAM family. The partnership of home and school is imperative for the school to work effectively in order to help develop young adults enter the world feeling confident.

In Grades 6-9, students will receive 60 minutes a week covering the 4 pillars. It is the responsibility of the advisory and social studies teachers, supported by the Social Studies Middle Leader, Guidance Counselor, and Head of Secondary to provide students with pastoral development through the implementation of the Moral Education.

For parents, the class teacher is the first point of contact if there are any matters they wish to discuss regarding their child's welfare. Regular meetings between the homeroom teacher, Secondary Coordinator, Guidance Counselor and Head of Secondary ensure that pastoral matters are monitored and dealt with accordingly.

ATTENDANCE POLICY

The attendance policy and procedures at AAM has been developed in accordance with the Ministry of Education's Private Education Law. Student absence will be recorded and monitored by the administration of the school.

The school principal or designate is entitled to make a decision with regard to excused and unexcused absences. As per Article 48 – 2A: If the student is absent from school for no reason or for an unacceptable reason for 20 consecutive days or 25 non-consecutive days during one school year, the student may be expelled from school.

Any student with an unexcused absence, or misses the majority of the school day, will not be permitted to attend activities/events after school hours on that day.

Excused Absence: any absence for an acceptable reason. This will be considered in the following cases.

1. *Absence due to sickness, which must be confirmed by a parent note when the student returns to school. Any absence of 2 or more days must be confirmed with a medical certificate.*
2. *Absence for 1 or 2 consecutive days and with a maximum of 7 days during one academic year upon the written request of the parents.*
3. *Travel abroad to accompany one of the parents or one of the brothers/sisters for more than 2 days and not exceeding 1 month under a prior permission from the school principal. If the absence exceeds the specified period, the acceptance may be denied or accepted provided travel documentation is given as proof upon return Death of a relative: 3 days only.*

Parents must complete an “Application for Absence During School Time” form and submit it to the Head of Secondary’s PA PRIOR to the leave. If the absence is accepted, the request and its acceptance will be retained in the student file at school and parents will be notified.

If the student fails to attend one class period or more for one day or more:

1. The absence days for an acceptable reason will not be calculated into the total absence.
2. School administration must record student absence for each lesson of the day.
3. **Three tardy arrivals** to school are equivalent to 1 day of unexcused absence.

Students who accumulate 8 or more unexcused absences in will be placed on social probation and will not be eligible for:

1. Participation in sports teams.
2. Field trips outside of the regular school day
3. School events outside of the regular school day
4. School trips outside of the UAE

The probation will remain for the duration of that probationary semester.

A probation meeting will be convened for any student who is placed on probation for 2 consecutive semesters and the student’s eligibility for return to AAM for the next academic year will be determined at that time.

Tardiness

The first bell will ring at 7:50 and students are expected to be at school by this time. Classes will begin promptly at 8:00 and any student arriving after this time will be considered tardy. Students who arrive late to school are expected to check in at the Reception area to receive a late pass to class. Three times tardy will be equivalent to one absence. A student who arrives to class more than 10 minutes late will be recorded as absent from the class in the school records. Students who are late to class within the school day will be recorded in ISAMS using the Behavior Management Policy. Detentions may be assigned as a consequence.

Health and Safety

AAM takes a very pro-active approach to the safety and security of the students. For this reason, we have several policies and procedures in place that must be adhered to. Please note the following:

AAM is responsible for all students from the time they are registered for homeroom attendance until the time they are released at the final bell, or as they are engaged in school activities.

Field Trips

AAM plans several field trips throughout the year. **Students must be in attendance at school by 8:00 am in order to attend.** All students attending field trips must have appropriate permission forms and monies turned in prior to the day of the trip, as indicated on the field trip form. **No student may bring in permission slips and/or money on the day of the trip, as our numbers must be solidified beforehand.**

Students may not travel on their own to join their classmates on any school trip. Nannies and other caretakers may not attend trips unless prior permission has been granted. Students must be in good health on the day of the trip, and may be asked to remain behind by the school nurse, doctor, or any of the Senior Leadership Team, should they be deemed to be unwell. Students with prolonged illnesses may not be allowed to attend, or special arrangements may need to be made.

All students should attend school trips in full-uniform and without makeup, unless special permission has been granted.

Students on Campus

Students should not be on campus before 7:30 am, unless they are partaking in a school-recognized club such as the Quran Club, or unless prior arrangements have been made. Further, students who remain after school or who are on campus during non-school hours should be under the direct supervision of a faculty member.

Leaving School Grounds

AAM encourages its students to work towards perfect attendance in all classes. Students should only be leaving school early as a result of illness, or for pre-planned events such as university visits. These requests should be requested at least one day prior, and require the permission of the Division Head.

Students may not leave school grounds without the express permission of their parents and their respective Division Head or Division Coordinator. It is the school's preference for parents to come in and sign their daughter out of school. Students may not leave with other family members, friends' parents, or drivers without the school first securing permission from parents, and then signing out with reception. Non-emergency medical appointments should be scheduled after school hours.

Students who do not have a pre-planned leave and students who are leaving school for other reasons that are not related to medical emergencies must be signed out and picked up by their parents. Students who have more than 3 Early Leave requests per semester, must be signed out by the parent or legal guardian in all circumstances. Students who are ill may leave with drivers only after the illness has been verified by the school clinic.

Beauty appointments, wedding preparations, and other non-emergency activities that occur during the school day are not considered to be reasons for early dismissal and require that the parent physically sign out the student. These absences will be counted towards the accumulated unexcused absences.

Secondary students should refer to the attendance policy and resulting consequence for grades. Any student on probation for attendance issues including late to school or early leaving will only be released to parents.

Visitors

Visitors are welcome to AAM; however, all visitors must register with security and present identification to receive a visitor's lanyard. After clearing security, all visitors must register with reception. Mothers and fathers must wear their assigned parent

lanyard to approach reception. Visitors who wish to go above the ground-floor foyer area must be escorted by a member of staff. Students and any teens or young adults may ask to speak with a member of reception but are not allowed on campus unless they have a pre-arranged appointment by a member of staff.

Lockers

Secondary students will be assigned keyed lockers. The purpose of these lockers is to hold school-related items such as books, stationary, and PE equipment. Any food placed in a locker should be in a sealed container and be eaten that day. While we will try our best to retrieve lost items, AAM is not responsible for the loss of any valuables that are stored in lockers, or elsewhere in the school building. All lockers are subject to inspection by a member of the administration, and any contraband items will be confiscated. You can access your locker by using the assigned key.

*If student loses a key, they must pay a replacement fee of 10 AED. Students should remember to keep their locker locked at all times and do not keep valuables in your locker. **NOTHING** may be kept on the floor around your locker.*

Items Brought to School

*Students are not to bring any dangerous, prohibited or distracting items to school. Dangerous items would include lighters, matches, flammables, or any sharp objects. Prohibited items include any inhalants, tobacco products, alcohol, medication, Red-Bull, or other form of energy drink. Distracting items include noise-makers, water guns, stink-bombs, **silly string**, or any other item that would detract from school learning. It is the responsibility of the parent to ensure that inappropriate items are not brought to school.*

Lost and Found

Please check in the cupboard in the glassed in area for any lost or found items. While we will do our best to help locate items, AAM is not responsible for any items that are brought to school. We discourage valuables from being worn or brought into school.

Bus Safety Rules and Behavior

Transportation of students to and from school is the responsibility of parents. However, bus services are available from a private bus company who has a representative at school. Arrangements can be made for this service. Students may not be late for the bus. Any student who is late more than three times per semester may have their bus privileges revoked. Please check the website for more details.

Rules to Follow Whenever Riding a Bus

- Students must remain seated at all times.
- Students must not stick heads, arms, or hands out of the bus windows.
- Seat belts should be secure at all times.
- Students are not permitted to throw anything around or out of the bus.

- Noise should be kept to a minimum.
- There should be no 'horseplay' on the bus.
- No pets or animals are permitted on the bus.
- Students and parents are responsible for any physical damages caused to the bus.
- Students reported to the Principal for any violation may lose the bus privilege. In this case, it will be the responsibility of the parents to provide transportation.
- No one under the age of 12 will be permitted to ride the late bus.
- No eating on the bus.

Use of Internet and School Server

Email, Chatting & Network Websites

All internet email and networking/chatting websites are blocked. These include (but are not limited to):

- Yahoo
- Hotmail
- Facebook
- YouTube
- MSN & Yahoo messenger

Students using any of the websites not allowed by the school will face disciplinary action. Some sites may be enabled by the IT supervisor upon special request by a teacher for instructional purposes.

Students will be requested to set up their own email address for school work and will be advised by their teacher.

Personal Files

Students are not allowed to have personal files in their Home Drive, or anywhere else on the network. This includes (but is not limited to):

- Music files, e.g. mp3
- Video files
- Personal pictures of self, family, friends etc. If such pictures are required by a project, they must be removed after use. The student must also have permission from her parents to bring these pictures to school and copy them on the network.
- Any personal files found on the Home Drive will automatically be deleted and the student will face disciplinary action.
- Students will be advised by their teachers when to bring laptops or devices to use in class.

Student Life

AAM strives to develop the whole child by involving our students in many extracurricular activities. Students who participate in these activities, on or off campus, and before or after school, must adhere to the guidelines and codes of conduct that have been established. Failure to do so will result in disciplinary action.



Communities

At AAM, all students will have an opportunity to be part of a Community within the already established AAM family. The aim of the 'Community' system is to have a platform for our students to have a healthy spirit of competition whilst ensuring all students feel included and have a sense of belonging. Students and staff will be divided into three different Communities; namely, Scorpions (Blue), Leopards (Yellow) and Gazelles (Red).

Extracurricular Activities

All students from Grade 6 – Grade 12 are expected to sign up, and take part, in our CHIPS program which runs every Tuesday. Students will have the opportunity to choose from a range of activities and can change their chosen activity every term, unless otherwise stated during sign up.

In addition, the PE department will run physical activity clubs on Sunday, Monday and Wednesday. All students are encouraged to attend these clubs especially if they wish to represent one of the school sports teams. PE clubs will run from 3:10 – 4:00 pm; it is important students are collected promptly at the end of clubs. Students can find out what clubs are on offer each term by visiting the PE department.

The CHIPS program runs weekly on Tuesdays. CHIPS stands for Creativity, Happiness, Innovation, Pioneering, Spirited. This mandatory program is an integral part of the school curriculum. It encourages all students to enroll in activities that help challenge and expand their minds. Students have a say in which activities will be offered and sign up for the specific activity they desire. The activities change each term allowing students to try new things and interact with students from various year groups.

In the previous year's activities have included, but were not limited to, were: sign language, arts and crafts, recycled art, golf, swimming, self-defense, yoga, drama, cooking, touch-typing, KenKen, SAT Prep, creative writing, robotics, and several other activities..

Fundraising

A new Decree has been issued in Dubai regulating fundraising in the Emirate of Dubai (Dubai Decree No. 9 of 2015). In summary, the law states that approval must be sought from the Dubai Islamic Affairs and Charitable Activities Department (IACAD) before any fundraising activity is carried out. Fundraising, the authorization of fundraising or the announcement of fundraising are prohibited unless there is prior approval from IACAD.

The Dept. of Islamic Affairs and Charitable Activities gives permission for fundraising provided we are supporting an authorized charity that is listed on their website (a list is also available for reference). All applications forms are available at the school however, all applications require the Principals approval before the application can be processed.

If a listed charity is being supported, it is important that we obtain a NOC from their organization and it should remain at the school. Therefore, charities like Al Jaleela / Dubai cares etc. should provide the school with their NOC. If a charity does not have an NOC, the school has to apply for permission to raise funds for them.

Events like National Day celebrations at school level, can be organizing provided we :

1. Do not ask money from community members. No form of money collection is allowed.
2. Parent voluntarily offer to organize activities such as henna corner/shawarma corner/photo booth/Majilis etc. for this event and it will be returned after the event. It should not be a school property.
3. The event involves the entire school community

If the school is fundraising internally for school purposes, then the school needs to inform KHDA about the same. The Principal is required to send an email of the details of the event to the contact person at KHDA. This information will be held at the Principals office with her PA.

Sanctions imposed for breaching the law can be:

- Written warning of the violation and undertaking not to repeat the infringement.
- Repayment of twice the amount of donated funds.
- Closure of the premises where the funds were raised for up to one year.

For more information, please refer to the below link:

<http://www.clydeco.com/insight/article/new-dubai-fundraising-law-what-education-institutions-need-to-know>

Student Council at AAM

Secondary School has a Student Council. The structure follows these general guidelines:

- Each grade level elects representatives for student council.
- Student Council meets weekly.
- Students begin to learn the democratic process and how to organize activities through committee work.
- Class Officers manage fundraising and aim to encourage class spirit.
- Monthly class meetings of combined homerooms will take place to discuss various issues and/or student life at AAM.
- Students involved in Student Council are expected to adhere to the policies put forth by the Student Council advisors, including attendance. Note: The Student Council advisors retain the right to replace members who do not adhere to the guidelines.



Hall Passes

Student must have a staff-provided pass when leaving a classroom, the playground, or the library etc. Students are expected to move through the halls in an orderly fashion without disturbing classes that are in session. Any abuse of hall passes will cause a student to be placed on pass-restriction. In addition, students found in the hallway without a pass or later found to have skipped class will be placed on pass restriction. Students on pass restriction are not allowed hallway passes and may only leave the classroom in cases of illness or restroom emergency. Students on pass restriction are monitored for a specified period of time before their hallway privileges are reinstated. Any three violations of pass use, cutting class, or being more than three minutes late for a class without permission will result in permanent pass restriction and other disciplinary actions.

Money and Valuables

Although our school community is like a family and our aim is to always respect each other's property, students are advised not to bring money, valuables, or objects of sentimental value to school. We cannot be responsible for the loss of your valuables.

School Lunch

The school catering service SLICES will be available in the school canteen to purchase food.. Secondary students can purchase food items before school and during the lunch period. Students may bring food from their homes, but no other outside food; including hot or cold beverages such as Starbucks or other restaurant items are allowed in school unless express permission has been granted by administration. Snack will no longer be sold in the building, so secondary students must bring or purchase their snacks from the canteen before 7:50 am.

- *Parents are asked not to provide junk food for their daughters such as candy, sweets, fizzy drinks, and potato chips.*
- ***Nuts or nut products (including Nutella) and energy drinks are not allowed at any time. These will be confiscated.***
- ***Students may only bring in cupcakes to celebrate any special occasions such as birthdays and must receive prior permission and adhere to guidelines for distribution. Party items, party bags, presents, balloons, etc. are reserved for home parties only. Please do **not** bring these items to school.***

Students must arrive to the canteen on time for their designated lunch period, and may not leave early without a pass. Students may not visit the library, Art room, clinic or any other office during their lunch period without a prior written pass. Any abuse of this privilege will result in pass restriction.

Academics at AAM

*The academic year will be divided into two semesters and students will receive a report card at the end of each semester. Progress reports will be issued to inform parents of your performance, effort, and behavior half way through each semester. Please encourage your students to **regularly check Schoology to monitor academic progress**. Students are responsible for making sure*

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their attendance and grades are accurate. Communication between home and school is vital to a successful relationship; do not hesitate to request meetings with parent to discuss their child's progress, effort, and/or behavior. Parents are also strongly encouraged to schedule meetings with teachers to discuss progress, successes, and/or concerns.

Secondary School Grading Scale:

Percentage	Letter Grade	GPA
97 – 100	A+	4.0
93 – 96	A	4.0
90 – 92	A -	3.7
87 – 89	B +	3.3
83 – 86	B	3.0
80 – 82	B -	2.7
77 – 79	C +	2.3
73 – 76	C	2.0
70 – 72	C -	1.7
67 – 69	D +	1.3
65 – 66	D	1.0
60 – 64	D -	0.5
Below 60	E/F	0.0

**GPA will be calculated for grades 9-12 only.*

Academic Honor and High Honor Roll

Students who do outstanding work in a semester will have their names placed on the Academic Honor or High Honor Roll.

Students with a semester GPA 3.50 to 3.79 will receive HONORS distinction.

Students with a semester GPA 3.80 to 4.00 will receive HIGH HONORS distinction.

Graduation

Each year, a member of the senior class shall be determined to be the valedictorian and salutatorian of that senior class. The valedictorian shall be the student who has obtained the highest grade point average according to the following guidelines. The salutatorian shall be the student who has obtained the second highest grade point average as determined under the following guidelines.

The valedictorian

1. Will have the highest cumulative grade point average (GPA) at the end of March of senior year.
2. Demonstrates outstanding attitude and behavior.
3. Will have above 90% attendance rate.

The salutatorian

1. Will have the second highest cumulative GPA. In the case of a tie between students eligible for these awards the tie award will be decided between the 2nd and 3rd decimal point of the GPA score.
2. Demonstrates outstanding attitude and behavior.
3. Will have above 90% attendance rate.

Honors/High Honors criteria

Seniors: Students that maintain **outstanding** work throughout their high school career will be recognized at their graduation. These students will receive honor medals to be worn during the ceremony to celebrate their academic achievements.

Grades 9-11: Students with a cumulative GPA 3.50 to 3.79 will receive HONORS distinction.

Students with a cumulative GPA 3.80 to 4.00 will receive HIGH HONORS distinction. Students will receive recognition (and a certificate) during the honors assembly to be held each semester.

Awards

Students will be recognized throughout the year for areas of personal excellence, including adherence to the AAM Learner Profile, punctuality, and attendance.

Students will take charge of their education.

- Students will do their best work to pass ALL classes to the best of their ability. Teachers are available for additional support, but at times, additional support may be required from outside of school.
- Students will ask for help when needed. Any student who feels the need for support should approach their subject teacher. It is the student's responsibility to keep track of their grades.
- Students will seek out and make-up missed work. The student must be proactive in approaching the teacher, and work to determine the missed assignments and dates for makeup. This must be done on the first day of return following an absence.

Scheduling

All students will receive a school schedule according to the best fit for the student's graduation requirements, and the flexibility of the schedule. Schedule changes will only be considered if the new schedule would allow for the student to complete a greater number of credits towards her graduation requirements, or to allow for higher level coursework. Any other scheduling change would only result from a misplacement of student, for example Arabic B for Arabic A. **Scheduling changes are not considered based upon friendships or personal preferences. No scheduling changes are allowed for a change of teacher. All scheduling changes must be complete by October 1 of each academic year (unless prior approval from the Head of Secondary is received).**

Please note that constraints within the schedule itself, including class sizes, could prohibit a change in schedule. Schedule changes by request are by appointment only, Priority for open courses are always given to the highest grade level students first.

Students should meet with the Guidance Counselor to discuss future college options. Students must be aware of the admissions requirements of their prospective university, and indicate required courses on their course selections sheets. It is the responsibility of the student to identify which courses are required for specific university admissions.

Advanced Placement Courses

Advance Placement (AP) Courses are offered primarily to grade 11 and 12 students. These courses are very rigorous and require a high level of academic discipline. As these courses are very rigorous, students may need to spend additional time on their studies which may include additional hours of study, lunchtime or after-school class additional class time, and additional independent work during holidays and weekends. Students must meet certain requirements to be considered for placement in AP courses which includes successfully completing a placement test per course.

Many universities look favorably on students who have taken on these challenges, and some may offer college credit, often depending on their scores on the exams in May.

Grading Policy

Homework

Secondary school students will be assigned homework regularly and should expect to devote a minimum of 1.5 hours to their studies each school night in grades 9-12. Grade 6 students should devote a minimum of 30 minutes to their studies each night and Grades 7- 8 up to 1 hour in preparation for the work load in upper secondary. Below is a description of the types of homework you may be assigned.

- Practice assignments reinforce newly acquired skills; students review and practice what they have learned. These assignments may be differentiated for students working at different levels.
- Preparation assignments help students get ready for learning activities that will take place in class; students may be asked to read something, or to carry out some research on the Internet.

- *Extension assignments are long-term projects that parallel class work. Students must apply previous learning to complete these assignments, which include projects and essays.*
- *Revision of previously learned material for an exam or test.*

Even if students have not been given a homework assignment, we encourage them to spend time each evening reading a book of their choice.

Reassessment Policy

- *Major items that are assessed and put in the grade book will be considered for retake unless otherwise communicated in advance to the students. Students who scored below 70% will all be eligible for this provision. Students who scored above a 70% will be allowed a retake at the discretion of the teacher.*
- *The individual student will complete the assessment plan. Failure to complete the plan and retake on the specified day will result in the original grade.*
- *Retake will be given within one week from the time of the failing grade.*
- *Students may earn up to 70% of the failing grade.*

Late Work Policy

- *Failure to turn in a completed major assignment on the day it is due will result in a 5% reduction of the final grade for each day it is late. The students have until 5:00 pm on the day it is due to still receive full credit.*
- *Students will have **one week** to complete any late assignments. Tests or other summative assessments missed due to absence will be completed upon the student's return to class.*
- *Major assignments that are not completed after **one week** will be documented as a failing grade.*
- *Formative assessments and homework that is not included in the grade book will be accepted at the discretion of the teacher.*

Semester Reports

*Students who have any outstanding work at the end of a semester **for an approved reason by Head of Secondary** will have 2 weeks to submit the work for a grade change. Approved reasons include hospitalization and family emergencies that are substantiated by documentation. No grades will be changed in a previous quarter after this grace period.*

Exam Grades 9-12

Evaluation of a student's' progress will include a midterm and final exam at the end of semester 1 and semester 2, respectively for most subjects. The midterm exam will assess student learning on all content from semester one. The final exam will assess student learning on some elements of semester 1 work but the focus will be primarily on semester 2 content.

Exam Procedures – grades 9-12

The days allotted for exams will be posted in advance. It is important that students & parents **do not schedule any vacations during these times**. Students may not miss an exam unless there are extenuating circumstances. A medical note from a physician will be required if you are too ill to write an exam. If any other emergency arises, the Head of Secondary must be informed and permission requested to be absent from the exam. Students who do not write an exam will receive zero. Students who arrive late to an exam will not be given extra time to compensate for time lost.

Final Assessment Procedures – grades 6-8

Middle school students will be given final assessments at the end of each semester. This will be averaged into their final semester grades.

Final Assessments Grades 9 to 12

The first semester is weighted at 40% and the midterm exam is weighted at 10% for a semester one grade out of 100. Semester two grades are weighted at 40% and the final exam is 10% for a grade out of 100. The semester 1 and 2 grades are then averaged for a final grade out of 100. The final grade determines whether or not the student has passed or failed. The passing grade is 60% out of 100%. Certain courses, such as Physical Education and Art will not have examinations, and both quarters will be weighed equally at 50%.

1 st Semester Mark			2 nd Semester Mark		
1st Semester	Mid Exam	Sub-Total	2 nd Semester	Final Exam	Total
40%	10%	50%	40%	10%	= 100%

Grading Policy for Grades 6-8

The year is divided into two semesters and both are weighted equally. At the end of the school year, a final grade is calculated by averaging the two semesters. It is this final grade that determines whether a student has passed or failed for the year.

Semester One	Semester Two	Final Grade
50%	50%	= 100%

Student Progress and Concerns

Students with academic and behavioral concerns will be identified and their needs addressed through a collaborative process that includes the Head of the Division, the Grade Level Middle Leader, parents, and the relevant teachers. Parents will be involved in the communications and action plan once the student has been identified. It is our goal to meet the needs of all students, and to involve the parents in all aspects of the plan.

Retention and Re-admission Policy

At the beginning of Semester 1, if a child's maturity, behavior, or academic level has not improved to ensure success in the next grade, despite support and accommodations, a meeting will be requested with parents. The educational team, working with parents, will determine a course of action for the following academic year. A proposal may be made at this time that the child should repeat the year. In rare cases, it may be determined by the academic team Who comprised this team? Ongoing monitoring will take place.

If retention is mandated by the academic team the parents will be asked to agree with this decision and sign a KHDA retention form allowing the school to re-register their child in the same grade for the following year. Failure to support this decision, approved by the KHDA, may result in the child not being re-admitted at AAM.

Internal and External Exams (High School)

Internal Exams

The majority of high school courses require a midterm and final exam, each being worth 10% of the final grade. Certain courses are exempt from final exams but may substitute a final project. Examples might be physical education, art and music. The school will announce the final exam schedule, and teachers will advise the students of topics which will be covered on the exam. Exams are held in a secure location, and are saved for one academic year.

External Exams

All Advanced Placement subjects require an external exam. The exam fee must be paid within the first two months of school, by the deadline posted by the AP Coordinator. All students who are studying an advanced placement course are required to sit the external exam and to pay the associated fee. Students may not opt out of this external exam, nor will they receive any refund as these exams are paid for far in advance. External exams have special procedures outlined by the College Board.

Exam Procedures:

AAM's midterm and final exams will assess the content of the previous semester of material. These exams count for 10% of the final grade each. Midterm and Final exams are held during exam weeks, with students required to attend for their exam only. Exam conditions are strict, and students are held to the following guidelines:

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- *Students must take the exam on the exam day that is scheduled. Students who fail to attend will receive a 0 for the exam. Students may only be exempt with a physician's note of a medical emergency or serious illness. A family emergency must be substantiated. Traffic, inconvenience, or oversleeping do not excuse students from an exam.*
- *Students must arrive on time to the exam hall. Students who arrive late may be permitted entry at the discretion of the Head of Secondary. This could further delay the beginning of the exam. Students who arrive late to the exam will not be permitted extra time beyond the ending time of other students taking the exam.*
- *Students are not permitted to leave the exam hall before the end of the exam for any reason. To do so would invalidate the exam, resulting in a zero. In a case of extreme emergency, students must notify the administration at least 24 hours prior to the exam, and the student will be placed in a special location for the exam.*
- *Only students with an Educational/Psychological evaluation from a confirmed psychiatrist, who is receiving additional student support, may take the exam in the special location for SEN students. These students will be allowed accommodations according to their IEP or student passport.*
- *Students must be in complete uniform when taking the exam. Hoodies and senior jackets are not permitted in the exam hall.*
- *Cell phones and other electronic devices that have the potential to access the internet are strictly prohibited from being in the exam hall. Any student with an electronic device anywhere on the floor of the exam hall will receive an automatic 0, regardless if the device is powered, has an electric charge, belongs to them, or does not function.*
- *Students may be permitted an alternate date if they have more than 3 exams scheduled in a 24 hour period.*
- *Any student who becomes ill during an exam will be sent to the nurse, and will remain there under supervision until she is well enough to complete the exam. Exams, once started must be completed.*
- *Any form of cheating will result in a 0. This includes any whispering, speaking, bringing of notes, or other communications during the exam.*
- *For security reasons, no exam, photocopy of exam, or photograph of an exam may leave the building. Exams results may be reviewed by the students and/or parents with the teacher, and by appointment only.*

Academic Probation

Any student who receives two failing grades or earns a total average of 65% or lower will be placed on academic probation for the next semester. Any student on academic probation for three consecutive grading periods may be asked not to enroll for the next school year.

*Students placed on academic probation will be required to meet with the head of secondary, counselor, teachers of failing subjects, and parents at the beginning of the quarter to develop a plan of action. Teachers must keep track of how students are doing in their classes; **however the overall responsibility for your grades and attendance is the student's.***

Students and parents will be responsible for checking the grades online via Schoology.



Teacher/Student/Parent contract

A contract will be given to students after the student is placed on academic probation. This contract will delineate the responsibility of the student and parent, and will outline the intervention that the teacher has agreed to take during pupil progress in addition to any requested actions by parents or student.

For example: a teacher can choose to provide extra time for the student to meet so that they can bring up their grade.

If student does not follow through the contract, the teacher needs to refer the student to the Head of Secondary for further review.

Graduation

Guidance Procedures

Students are responsible for their own college applications, however guidance is fully available for support. All grade 11 and 12 students are required to attend at least one individual college prep session. The Guidance Counselor will schedule appointments, however it is ultimately the student's responsibility to ensure that they have attended the individual college counseling sessions and parent information sessions.

College Counseling

- 9th grade (approximately 3 group sessions throughout the school year):
 - Get acclimated to their new high school environment
 - Learn about transcripts, credits, GPAs and how they are calculated, extracurricular, and what colleges look for in an applicant
- 10th grade (approximately 4 group sessions throughout the school year throughout the school year):
 - Prep for PSAT
 - Attend college fairs and identify preferred institutions/programs/majors
 - Learn about transcripts, credits, GPAs and how they are calculated, extracurricular, and what colleges look for in an applicant
 - Track credits and GPA in the Spring
- 11th grade (approximately 3 group sessions; at least 1 individual session throughout the school year):
 - Prep for SAT during the Fall
 - Attend college fairs
 - Identify preferred institutions and note their application requirements and deadlines; be aware of specific program requirements
 - Learn about transcripts, credits, GPAs and how they are calculated, extracurricular, and what colleges look for in an applicant
 - Track credits and GPA after Semester 1
 - Take SAT during the Spring
 - Take IELTS/TOEFL & draft personal statement(s) during the Summer
- 12th grade (approximately 5 group sessions; at least 1 individual sessions throughout the school year):
 - Begin college application process
 - Complete personal statement(s)
 - Request letters of recommendation
 - GRADUATE

Graduation Requirements

All students, regardless of entry year, must satisfy the following minimum requirements in order to obtain a High School Diploma from Al-Mizhar American Academy. Credit will be given for courses successfully completed in grades 9-12 in accredited or approved secondary schools attended previously.

A minimum of 26.5 credits are required for graduation in the following areas:

Subject Area	Required Credits
English	4
Mathematics	3
Science	3
Social Studies	3
Arabic Language (Arab Nationals)	4**
Arabic Language (Non-Arab Nationals; Required in Grade 9 only)	1
World Languages	2*
Fine and Performing Arts	1
Information Technology	1
Physical Education/Health	2
Other electives	4
Islamic/Special Islamic	2 (½ credit for each year)
Arabic S.S. / in Arabic or English (Grade 9 only)	½ credit
Minimum of Total Required Credits	26.5

*Two years of a World Language (French) are required for students beginning with the Class of 2019 **These units can replace elective units.

SAT Exams:

It is a UAE requirement that all students who wish to receive the UAE equivalency diploma, successfully complete the SAT exam. At this point, only the math portion is required, however poor results in the English portion reflect negatively on the student and on AAM. AAM therefore is requiring that the SAT exam, both sections, are required for graduation. Please know that students must register for this course independently, but can ask for assistance from the guidance office.

IELTS and TOEFL

Successful completion of the IELTS exam is required for students who wish to receive the UAE equivalency diploma. Some universities may require successful completion of the TOEFL. Students will be reminded of this requirement, but must register and attend these examinations independently.

Honors/High Honors Recognition for Senior Students

*Students who have successfully completed **outstanding** work throughout their high school career will be recognized at graduation. These students will receive honors medals to be worn during the ceremony to celebrate their academic achievements.*





Academic Honesty Policy

Honest behavior is an expectation for all students at AAM. The purpose of this policy is to create and maintain an ethical academic atmosphere.

DEFINITIONS OF ACADEMIC DISHONESTY BEHAVIORS

Specific types of academic dishonesty, which will not be tolerated, are defined below:

Cheating on Tests

Any intentions giving of or use of external assistance relating to an examination, test, or quiz without express permission of the teacher. This includes looking on another student's paper, sharing answers, copying another student's paper, or taking photos of a test.

Fabrication

Includes any intentional falsification or invention of data citation, or other authority in an academic exercise.

Unauthorized Collaboration

While collaboration is often encouraged, unauthorized collaboration is not permitted.

Plagiarism

Includes any intentional representation of another's ideas, words, or work as one's own. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism.

Alteration of Materials

Includes any intentional and unauthorized alteration of student, teacher, or library materials.

Forgery

Any unauthorized signing of another person's name to school related documents.

Theft

Includes any theft of materials.

Transfer of Unauthorized Materials

Any giving or selling of unauthorized materials.



Consequences for Academic Dishonesty

Any alleged violation of this policy will be investigated thoroughly and appropriate disciplinary measures will be taken consistent with the Behavior Management Policy..

Depending on the severity of the offense **one or more** of the following consequences may occur:

- Referral to the Head of Secondary and/or the Assistant Head and the parent/guardian will be contacted.
- Loss of all credit for the assignment or test with no make-up permitted.
- Placement on probation with a contract (in the class of the infraction) for the remainder of the class.
- Receipt of a red in ISAMS, this may result in the student to not participate in rewards activities.
- Dropped from the class with no credit, in the case of AP courses.
- Referral to the Guidance Counselor.
- Suspension from school, either in or out of school.
- Removal from all elected or appointed leadership positions for the remainder of the school year.

Calculator Policy

The AAM Mathematics Department believes that technology is an important tool that enhances student learning. In addition, we believe that students must have a firm basis in the foundation on which advanced math is built. Thus, calculators will be allowed in math classes. **HOWEVER**, there will be times when the teachers of a course (i.e. Algebra II) deem that a particular topic, skill, section, or chapter is more appropriately investigated and assessed without the use of a calculator. In courses such as Algebra I, it might mean that all or most of the course will **not involve** the use of a calculator. Meanwhile, a course such as Calculus will usually allow the use of a calculator. Even when calculator use is permitted, **it will be necessary to show work**.

Our policy was created with international tests (MAP, SAT, SAT subject tests, RSAT (revised SAT) and ACT) in mind. The MAP and RSAT (from March 2016) have both a calculator and non-calculator section. As a result, students must be able to work efficiently without the aid of technology. The College Board, which administers the SATs and PSAT's, recommends the use of a scientific or graphing calculator on the SAT and on portions on the RSAT. However, the College Board and the ACT state that all problems can be solved without a calculator. On the RSAT, there is a no calculator section.

At AAM, we have computer software to support the TI-84 Plus Family. Thus, if you purchase a graphing calculator, we recommend the TI-84+ calculator. If teachers have a concept that relies on or is enhanced by the use of a graphing calculator, they may teach it on the TI. If you choose to use a calculator other than the recommended models, it is up to you to learn how to use them. Please see the list of prohibited calculators below (from the ACT).

It is expected that students demonstrate the utmost personal integrity in the use of the calculator. Inappropriate uses of the calculator include, but are not limited to:

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- *Playing calculator games during class*
- *Storing formulas, notes, programs, and/or answers unauthorized by the teacher*
- *Sharing a calculator during a quiz, test, or final exam unless the calculator is given to the teacher to clear the memory*
- *Using the calculator on an assessment not intended for calculator use*
- *Please Note: Accommodations will be made if stated so in an IEP.*

Our list of prohibited calculators will mimic the ACT. The SAT has similar policies. The following policy can be found on the ACT website:

The following types of calculators are prohibited:

- *Calculators with built-in computer algebra systems*
- *Prohibited calculators in this category include:*
 - *Texas Instruments: All model numbers that begin with **TI-89** or **TI-92** and the TI-Nspire CAS; Note: The TI-Nspire (non-CAS) is permitted.*
 - *Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G***
 - *Casio: **Algebra fx 2.0**, **ClassPad 300** and **ClassPad 330**, and all model numbers that begin with **CFX-9970G***
 - *Handheld, tablet, or laptop computers, including PDAs*
 - *Electronic writing pads or pen-input devices—Note: The Sharp EL 9600 is permitted.*
 - *Calculators built into cell phones or any other electronic communication devices*
 - *Calculators with a typewriter keypad (letter keys in QWERTY format)—Note: Letter keys not in QWERTY format are permitted.*

AAM Behavior Management Policy and Expectations

The aim of the policy is to:

- *Promote values and attributes of the AAM Learner Profile.*
- *Have consistent expectations and outcomes for behavior across the school.*
- *Reinforce positive behavior at every opportunity.*
- *Maintain the emotional and physical stability of the school environment at all times.*
- *Discuss and share what constitutes acceptable behavior through classroom discussions and essential agreements.*
- *Ensure that all community members understand their role in the school and that they are a valued part of AAM.*
- *We want our students to be respectful, kind and responsible members of an inclusive community.*
- *We expect our students to follow behavior expectations and classroom essential agreements so that everyone can enjoy an undisturbed, nurturing and safe learning environment.*
- *Know AAM's behavior policy, expectations and possible consequences that may arise due to a breach of the behavior code as based on the KHDA parent contract and KHDA guidelines.*
- *Promote parents and guardians to work in unison with the school to reinforce positive codes of conduct and support the school's consequences for unacceptable behaviors.*

We Value:

- *Individuality, so we appreciate our differences and don't judge others.*
- *Opinions of others so we listen to what they have to say with an open mind.*
- *Honesty so we tell the truth.*

- *Education so we create a place where everyone can learn undisturbed.*
- *Respect so we treat others the way that we want to be treated.*
- *Our resources and respect classroom property.*
- *Trust so we try our best not to let others down and to be responsible learners.*
- *Commitment so we stick with what we are doing even when it is hard.*
- *Enthusiasm so we support our classmates and encourage them.*
- *Friendship so we include others when we have fun and during group work.*
- *Our school, and work to do our best to promote it.*

Classroom Essential Agreements:

Whilst exact Classroom Essential Agreements may differ slightly from one grade level to the other, the framework remains the same. Children will sign their names and the agreements will be displayed in the classroom. The purpose of Classroom Essential Agreements is to foster an environment that supports learning and considers what learners value in their environment. Collaboratively, teachers and students will consider what learning **'looks like'**, **'sounds like'** and **'feels like'** and thus will focus on the behaviors needed to achieve this goal.

Rights and Responsibilities of Students, Teachers and Parents:

Students have a right to:

- *Be valued as members of the school community;*
- *Get help when they seek it, whether with their work or with bullying or other personal worries, and to have an empathetic audience for their ideas and concerns;*
- *Make mistakes, and learn from them;*
- *Be treated fairly, consistently and with respect;*
- *Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;*
- *Be taught in a pleasant, well-managed and safe environment;*
- *Work and play within clearly defined and fairly administered codes of conduct.*

Students have a responsibility to:

- *Come to school on time, with homework done, and suitably equipped for the lessons of that day (e.g. PE kit, stationery requirements, work books, etc. And as required by each teacher);*
- *Respect the views, rights and property of others, and behave safely in and out of class;*
- *Co-operate in class with the teacher and with their peers;*
- *Try their best in each class;*
- *Conform to the conventions of good behavior and abide by school rules;*
- *Seek help if they do not understand or are having difficulties.*

Staff have a right to:

- *Be treated fairly, consistently and with respect within the school community;*
- *Work in an environment where common courtesies and social conventions are respected;*
- *Express their professional views;*
- *Use professional discretion and take into account children's individual personal circumstances.*

Staff have a responsibility to:

- *Behave in a professional manner at all times;*
- *Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;*
- *Show interest and enthusiasm in the work in hand and in their pupils' learning;*
- *Listen to the pupils, value their contributions and respect their views;*
- *Be sympathetic, approachable and alert to pupils in difficulty or falling behind;*
- *Share with the parents any concerns they have about their child's progress or development;*
- *Maintain student and family confidentiality (meeting etiquette, student performance, student behavior);*
- *Report all child protection issues to the child protection officers.*

Parents have a right to:

- *A safe, well-managed and stimulating environment for their child's education;*
- *Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;*
- *Be well informed about school rules and procedures.*

Parents have a responsibility to:

- *Accept and support consequence of behavior management*
- *Ensure that attendance policy is adhered to and children arrive on time with homework done, and suitably equipped for the lessons for the day ahead;*
- *Ensure that personal appointments for students are made outside of school times;*
- *Know the school rules and procedures, and encourage their child(ren) to abide by them;*
- *Ensure that children follow the dress code and wear the correct uniform;;*
- *Show interest in their child(ren)'s classwork and homework, where possible, provide suitable facilities for studying at home;*
- *Act as positive role models for their child(ren) in their relationship with the school;*
- *Attend planned meetings with teachers and support school functions;*
- *Provide the school with all the necessary background information about their child(ren), including telling the school promptly about any concerns they have about school, or any significant change in their child(ren)'s emotional, social, medical needs or home circumstances;*
- *Know the relevant sections relating to behavior of the parent/school contract.*

Staff have a responsibility to:

- *Behave in a professional manner at all times;*
- *Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;*
- *Show interest and enthusiasm in the work in hand and in their pupils' learning;*
- *Listen to the pupils, value their contributions and respect their views;*
- *Be sympathetic, approachable and alert to pupils in difficulty or falling behind;*
- *Share with the parents any concerns they have about their child's progress or development;*
- *Maintain student and family confidentiality (meeting etiquette, student performance, student behavior);*
- *Report all child protection issues to the child protection officers.*

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- *Be well informed about school rules and procedures.*

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- *Accept and support consequence of behavior management*

Details of Policy

1. *All of secondary (6-12) use a debit system*
 - a. *Green behaviors +1*
 - b. *Yellow behaviors -1*
 - c. *Red behaviors -2*
2. *ISAMS automatically emails parents when behavior is approved by HOS or AHOS.*
3. *Lunch Detentions run 3 times a week. Lunch Detention will be given for -1 points. Detention slips will be handed out to the students' first period teacher on the day of detention for distribution.*
4. *Afterschool detention is assigned for all students with -2 behaviors and students who have missed more than 1 lunch detention. Afterschool detention will run every Wednesday from 315-415.*
5. *In-school reflection day will be given to students who have missed an afterschool detention, have multiple -2 behaviors, or are repeat offenders. Students who cut class will also face this consequence.*
6. *Once a student has served their consequence they start at the bottom of the consequence ladder. However, debits/credits are not reset until the end of the term.*

7. To be eligible for rewards trips/activities the following must be met:
 - a. High School: -3 points or less for the term
 - b. Middle School: -5 points or less for the term
 - c. Attendance must be 90% or above (excluding excused absences)
 - d. Students must come to school the day of an event to participate.

Consequences of Major Incidents of Misbehavior

Where a student has failed, after sustained intervention by teachers, to modify unacceptable behavior, a conference will be held, involving parents, teachers, the head of secondary and the principal, as well as the student herself. The principal may then resort to one or more of the following actions:

1. Suspension of Student: (In compliance with Ministry Policy)

Consistently unacceptable behavior or serious infringements of the rights, safety or welfare of others may result in an in school or out of school suspension. Students assigned an in-school suspension will attend school and be assigned to a supervised study. Classroom teachers will provide work. A student with an out of school suspension may not return to school until a conference is held between the principal or head of secondary and the student, parent(s) or guardian. A student will normally be referred to the student counselor on returning to school. Work missed during suspensions must be made up.

2. Probationary Enrollment

A student shall be placed on probationary enrollment as a consequence of behavior that is judged to be so serious that repeated similar behavior would result in automatic expulsion. An exceptional, formal written contract between the school, parents and student may be required in these situations.

3. Counseling

The school may require a student to undergo professional counseling and/or diagnostic evaluation as a requirement for continued enrolment.

4. Financial Reimbursement

A student and parents may be required to reimburse individuals or AAM for damage to or destruction of property.

5. Expulsion: (In Compliance with Ministry Policy)

Very serious and/or chronic offences may lead to expulsion, resulting in a student being removed from the school roll.

A student can expect to be expelled in the following cases, if during school, while attending school-sponsored events, or on the school premises:

- *A student commits a serious offence in relation to theft or property damage*
- *A student's actions and attitude demonstrate that his or her presence in the school has been or may be detrimental to the safety and well-being of others*
- *A student repeatedly engages in serious breaches of discipline*

High School		
Behaviors and Actions		
'Green' / Positive behavior /going beyond. Behaviors that you would expect to see:	'Yellow' / low level disruption. Behaviors that you would expect to see:	'Red' / Aggressive / destructive / ongoing low level disruptions. Behaviors that you would expect to see:
<p><i>Going above and beyond with Learner Profile Attributes</i></p> <p><i>The student has 100% punctuality - monthly</i></p> <p><i>The student has 100% attendance- monthly</i></p>	<p><i>More than 5 minutes late for class</i></p> <p><i>Incorrect uniform</i></p> <p><i>Wearing excessive makeup</i></p> <p><i>Use of cell phone</i></p> <p><i>Inappropriate shouting in corridors</i></p> <p><i>Inappropriate hallway/canteen behavior</i></p> <p><i>Drinking or eating in class (except water)</i></p> <p><i>Being in hallways without a pass</i></p> <p><i>Purchasing food from canteen outside of break time</i></p> <p><i>Congregating in the front foyer</i></p> <p><i>Using a device inappropriately</i></p> <p><i>Incorrect PE KIT</i></p> <p><i>Using a hall pass for more than 5 minutes or not for intended purposes</i></p> <p><i>Visiting Nurse or any administrative office without first receiving a pass</i></p> <p><i>Not coming to detention</i></p>	<p><i>Disrespect to any community member (Refusing to follow a teacher's directive)</i></p> <p><i>Destructive behavior</i></p> <p><i>Cutting class</i></p> <p><i>Academic dishonesty</i></p> <p><i>Disruptive hallway/canteen behavior</i></p> <p><i>Theft</i></p> <p><i>Food or drink delivery without express permission from Head of Secondary (this includes food/drink brought by drivers)</i></p> <p><i>Leaving campus without permission</i></p> <p><i>Not attending CHIPS</i></p> <p><i>Using the lift without a pass</i></p> <p><i>Being in a classroom unattended</i></p> <p><i>Use or possession of any distracting items (ie silly string, noise makers, etc.)</i></p> <p><i>More than 3 of any Yellow</i></p> <p><i>More than 2 yellow's for the SAME offence</i></p> <p><i>Being in an area of school that is off limits such as KG hallway, locker rooms outside of PE time, prayer room outside of prayer time, etc.</i></p> <p><i>Mocking, teasing, or otherwise belittling any class member</i></p>

		<p>Foul Language</p> <p>Bullying (including Cyber bullying)</p> <p>Not coming to after-school detention</p>
<p>'Green' / Positive behavior /going beyond.</p> <p><u>Actions/ consequences that could be taken when observing such behaviors:</u></p>	<p>'Yellow' / low level disruption.</p> <p><u>Actions/ consequences that could be taken when observing such behaviors:</u></p>	<p>'Red' / Aggressive / destructive / ongoing low level disruptions.</p> <p><u>Actions/ consequences that could be taken when observing such behaviors:</u></p>
<p>Teacher recommendation through Secondary Coordinator</p> <p>Order outside food for students who have multiple greens in a marking periods</p> <p>Uniform</p> <p>Students with no uniform infractions will be rewarded with an appropriate award by having student names being put in a hat with no uniform infractions and their name is drawn each month. Prizes may include dress down days in addition to other rewards.</p>	<p>Lunch Detention for a yellow (Detention will happen 3 times a week on a rotating duty schedule)</p> <p>Records will be kept and monitored</p> <p>An email will automatically be sent to parents (via ISAMS)</p>	<p>2 yellows for the same offence=1 red per marking period</p> <p>4 or ANY yellow=1 Red</p> <p>After school detention (AS Detention will happen 1 time a week until 4:15) Parents will be given at least 24 hours' notice.</p> <p>Meeting with Secondary Coordinator , Assistant Head of Secondary, or Head of Secondary and a phone call home with student present</p> <p>More than 1 red for the same offence or more than 2 reds in a marking period= In-school suspension and meeting with parents.</p> <p>More than 1 in-school suspension/reflection= parent meeting to determine next steps.</p> <p>2 out of school suspensions in a marking period could =expulsion (KHDA approval).</p> <p>Non-Compliance</p> <ul style="list-style-type: none"> • Lunch=After school • AS=2ASs and parent meeting • 2AS=in-school suspension

		<ul style="list-style-type: none"> ISP= in-school suspension: parent meeting to determine next steps-out of school suspension with KHDA approval
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Middle School		
Behaviors and Actions		
‘Green’ / Positive behavior /going beyond. Behaviors that you would expect to see:	‘Yellow’ / low level disruption. Behaviors that you would expect to see:	‘Red’ / Aggressive / destructive / ongoing low level disruptions. Behaviors that you would expect to see:
100% punctuality in a term. 100% attendance in a term. Going above and beyond with Learner Profile Attributes	Disrespect (to peers, teachers, or property) Materials (class items; agenda; platinum card) Homework (incomplete or not done) Tardy (not in class and seated when bell rings) Language (not using language of instruction) Uniform (shoes and sweater included)	6th Grade: 12 Yellows in a term 7th & 8th Grade: 9 Yellows in a term Academic Dishonesty Missing Work at End of term Skipping Class (or arriving 5+ minutes late without pass) Physical Assault Bullying (Cyber or other) Foul language
‘Green’ / Positive behavior /going beyond. <u>Actions/ consequences that could be taken when observing such behaviors:</u>	‘Yellow’ / low level disruption. <u>Actions/ consequences that could be taken when observing such behaviors:</u>	‘Red’ / Aggressive / destructive / ongoing low level disruptions. <u>Actions/ consequences that could be taken when observing such behaviors:</u>

<p>Recognition Board Principal Tea Mother/Daughter Event</p>	<p>6th Grade:</p> <p>3rd Yellow = 20 Minute Lunch Reflection</p> <p>6th Yellow = 40 Minute Lunch Detention</p> <p>9th Yellow = Principal Detention</p> <p>7th & 8th Grade:</p> <p>3rd Yellow = 20 Minute Lunch Reflection</p> <p>6th Yellow = 40 Minute Lunch Detention</p> <p>8th Yellow = Principal Detention</p>	<p>Any Red = No Reward Celebration Parent/Principal/Student/Teacher Conference Detention</p>
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AAM ANTI-BULLYING POLICY

OVERVIEW

At Al-Mizhar American Academy (AAM) we are committed to providing an environment where all students and staff members feel safe and protected from harm by others within our school community. This policy endeavors to provide a set of guiding principles to promote a safe, caring and happy learning environment for all members of our school community. To ensure that all students become confident, self-motivated and independent lifelong learners, our School Policy clearly states that we will provide a secure and caring environment, and promote an ethos of mutual respect and tolerance for others.

The standards of this policy constitute a specific, focused, integrated, and culturally sensitive system of support for all students, staff, and families. The procedures are designed to ensure that all staff at AAM have been trained and are supported in the school's efforts to provide awareness, intervention training, and instructional strategies to prevent bullying against any student or staff member in our community, and to direct follow up when incidents are reported and/or occur.

Bullying and/or harassment of any individual at school will not be tolerated at AAM in any form: **Student vs. Student, Student vs. Staff Member, Staff Member vs. Student, and Staff Member vs. Staff Member, Parent vs Student, Parent vs Staff Member, Staff Member to Parent.**

This policy applies to all members of our school community; which include students, teaching and non-teaching staff, parents/caregivers, and visitors to the school. As members of the AAM community we have a responsibility to support and promote this document for the benefit of all.

TRAINING:

Caring
Innovative
Inquirer
Reflective
Spirited
Empowered

Principled
Knowledgeable
Communicator
Open-Minded
Inclusive
Balanced

All members of the school community will receive training on awareness, intervention and instructional strategies to prevent bullying and how to report such incidents.

POLICY AIMS

- To ensure that all students, parents and staff are aware of the below definition of bullying to specify type of bullying when reporting it and the distressing effect it has on its victims.
- To ensure that all students, parents and staff are fully aware of the referral procedures for reporting bullying incidents and the strategies adopted for supporting those involved in these incidents.
- To establish a climate in which students who are bullied, or think another student is being bullied, can speak freely to an appropriate staff member with the full knowledge that they will be listened to and receive prompt, appropriate and sensitive response.
- To create a school community where bullying is recognized as unacceptable and where all students feel valued, secure, happy and included.

DEFINITION OF BULLYING

Acts of bullying may take place throughout the school; in the classroom, on the playground, sports field, or in transit from home to school when or when making use of school transport.

Bullying involves a person being hurt, distressed, pressured or victimized by repeated, intentional attacks by another individual or group. Bullying is the willful, conscious desire to intentionally hurt, threaten or frighten someone else. Bullies abuse individuals by being threatening or through intimidation, discrimination, and/or harassment. Bullying can incorporate the exclusion of individuals or groups.

Bullying may involve physical, verbal, textual, psychological or social behavior. For example:

- **Physical** - hitting, punching, pushing, scratching, biting, spitting, tripping
- **Emotional** - being unfriendly, excluding, tormenting, threatening
- **Racial** – racial or ethnic taunts, name calling, gestures, graffiti, discrimination
- **Religious** - religious taunts, name calling
- **Verbal** - name calling, teasing, putdowns, sarcasm, ethnic or religious insults; physical, social or academic disability insults
- **Textual** - passing notes, writing on desks or in Student Planners/Diaries. Electronic forms - SMS, email, Facebook/Twitter, chat rooms, Internet sites.
- **Social:** intimidating, ignoring, excluding, mimicking, and spreading rumors, defaming, dirty looks, intimidation, and extortion, stealing, hiding or breaking possessions. Use of non-English against others who do not have the language being used.

People suffering from bullying may hesitate to report the behavior out of fear of retribution, or because they feel that they should deal with the problem on their own. The impact of bullying may be evident by poor grades, solitude or moodiness at home and school, or nervous reactions such as loss of appetite or insomnia.

POSSIBLE SIGNS AND SYMPTOMS:

The signs and behaviors listed below are potential indicators of bullying and should be considered and investigated by adults. This list may also indicate other issues than bullying.

- *Begins to do poorly in school*
- *Is frightened to say what's wrong*
- *Refuses to go on the school bus and begs to be driven to school*
- *Is reluctant to go to school*
- *Becomes introverted, anxious or shows a lack in confidence*
- *Attempts or threatens suicide or runs away*
- *Cries to sleep at night or has nightmares*
- *Feels ill in the morning*
- *Has possessions which are damaged or 'go missing'*
- *Has unexplained cuts or bruises*
- *Becomes aggressive, disruptive or unreasonable*
- *Is bullying other children or siblings*
- *Stops eating*
- *Is afraid to use the internet or mobile phone*
- *Is nervous and jumpy when a cyber/text message is received*
- *Gives improbable excuses for any of the above*

To Prevent Incidents of Bullying:

STUDENTS

To prevent bullying, students need to:

- Work to create a happy, safe school environment for all
- Respect themselves and others
- Learn to tolerate and accept individual differences
- Stand up against bullying behavior by reporting the incident immediately
- Support the school policy on bullying

PARENTS

To prevent bullying, parents need to:

- Work with the school to support your child
 - Call the school not the other child's parents
 - Report the incidents even if your child does not want this
 - Talk to your child about bullying by explaining:
 - that bullying is wrong
 - all students have the right to attend and be involved in school without fear
 - the problem is unlikely to stop without adult intervention
- Use the internet, books and ask the School's Counselor for resources
- Support the School policy on anti-bullying

AAM PROCEDURES FOR INCIDENTS OF BULLYING

All AAM students, parents and staff members must be aware of the AAM Anti-Bullying Policy and the following procedures must be taken when handling any bullying incidents at school:

- In **ALL** cases of bullying, the incidents will be reported to the appropriate Heads of Schools, and the School Counselor, recorded by staff on ISAMS and documented in student/staff member files (in case of incidents involving an adult).
- Students involved will participate in discussions to gain a clear understanding of the issues and the bullying behavior or threats of bullying will be investigated.
- In serious cases parents will be informed and will be asked to come for a meeting to discuss the issue. The School Principal will be informed of the incident.
- Support will be provided to the victim.
- Support will be provided to the bully.
- The bully will receive consequences and guided to proper interactions with the victim.
- If possible, the involved parties will be reconciled.
- After the incident/s have been investigated and dealt with, staff to ensure repeated bullying does not take place will monitor each case.

In serious cases, exclusion from school activities and even suspension, will be implemented.

Use of the School Premises by Other Organizations

Where another body provides services or activities separately, using the school premises, Taaleem will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Alcohol, Tobacco, Inhalants, and Drug Policy Statement

The use of alcohol, tobacco, inhalants, or any drug by any student while on school property, or at events sanctioned by the school, is prohibited. This includes all times spent on field trips, sports and social events and school-supported extracurricular activities. Furthermore, should the school discover that a student engages in the consumption of alcohol, tobacco or any drug outside school property, the school reserves the right to take appropriate action including counseling, suspension or, in severe cases, expulsion.

AAM Child Protection

KEY CONTACTS WITHIN THE SCHOOL:

AAM CHILD PROTECTION OFFICERS

Althea Edmondson (Head of elementary) aedmondson@americanacademy.ae

Sara Noble (Head of Secondary) snoble@americanacademy.ae

DEPUTY CHILD PROTECTION OFFICERS

Bridget Justen (Principal) bjusten@americanacademy.ae

SCHOOL COUNSELLOR

Whitney Horsham whorsham@americanacademy.ae

NOMINATED PERSON FROM TAALEEM CENTRAL OFFICE

Dima Alloush dalloush@taaleem.ae

Key contacts within the local area:

Ministry of Interior Confidential Child Protection Hotline and Website:

Contact by	With in State	Outside State
Phone Number :	+971 2 333 3999	+971 2 333 3999
Fax :	+971 2 333 3998	+971 2 333 3998
SMS :	4444	with in the country only 4444
Email :	jmcauley@Moi-CPC.gov.ae	Childprotection@Moi-CPC.gov.ae
Website	www.Moi-CPC.gov.ae	www.safechild.ae

Dubai Police Al Ameen Confidential Child Protection Hotline and Website:

Contact by	With in State	Outside State
Toll Free :	800 4888	+ 971 800 4888
Fax :	800 4888	+971 800 4888

SMS :	4444	with in the country only 4444
Email :	alameen@alameen.ae	alameen@alameen.ae
Website	www.alameen.ae	www.alameen.ae

PURPOSE

The American Academy in Al Mizhar (AAM) takes child welfare seriously and has implemented an effective whole- school child protection policy that provides clear direction to staff and others about expected behavior when dealing with child protection issues.

An effective policy clearly defines the school’s commitment to the development of good practice and sound procedures to ensure that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

This policy applies to all students, AAM staff, AAM and Taaleem employees, volunteers and visitors to the school. AAM recognizes it is an agent of referral and not of investigation, and all incidents need to be submitted in a timely manner to KHDA/ Dubai Governing Authorities.

CONTEXT

We recognize that children have a right to feel secure and cannot learn effectively unless they do so. Parents, caregivers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. While the school will work openly with parents as far as possible, the school reserves the right to contact the Police, without notifying parents if this is in the child’s best interests.

AIMS

The aims of the policy are:

1. **Prevention** through the creation of a positive school atmosphere and positive teacher student relationships, and pastoral support offered to all students.
2. **Protection** by following policy procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
3. **Support** to students who may have been abused.

SCHOOL POLICY:

At American Academy in Al Mizhar (AAM) we recognize that when our students have a high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult, it helps to prevent abuse.

Our school will therefore:

- Establish and maintain an environment where students feel safe and secure and are encouraged to talk, and are listened to.
- Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty. (AAM Child Protection Team)
- Include in the curriculum activities and opportunities for awareness on child protection issues such as abuse and anti-bullying, which provides students with the skills they need to stay safe from abuse.
- Ensure that wherever possible every effort will be made to establish effective working relationships between staff, students, parents and the community.

CHILD PROTECTION FRAMEWORK AS PER UAE LAW (KHDA AND ADEC):

- Child protection is the responsibility of all adults and especially those working with children. The development of appropriate school procedures and the monitoring of good practice are the responsibilities of the Person for Child Protection and Safeguarding.
- In Dubai and the United Arab Emirates the infrastructure of Educational Safeguarding and/or Social Care Services is under development and growth. Following cases which caused concern in the Emirati community, Sheikh Mohammed, the Ruler of Dubai, supported the drafting of a Federal law on child protection “to ensure a secure and stable future for children in the U.A.E.”
- In April 2012, it was reported that Dubai had “embraced a new policy to protect children against all forms of violence, abuse, exploitation and neglect and offer support and care for those in need.” The policy “aims to provide protection to Emirati and expatriate children under the age 18 who live permanently or temporarily in Dubai.” The Dubai Strategic Plan 2015 calls for the provision of “proper social services to meet the requirements of the local community.”
- In November 2012, the UAE Cabinet approved a draft of “Wadeema’s Law” to “protect children in the UAE. The law includes creating special units that intervene when children are at risk and stresses that all children have rights regardless of religion and nationality.”
- December 2015 - The Childs Rights Law (previously Wadeema’s Law) was passed by the Federal National Council. It’s anticipated that this will be signed and in effect March 2016.

ROLES AND RESPONSIBILITIES:

All **teachers and staff member** at AAM working with or on behalf of children have a responsibility to protect them. AAM’s Child Protection Team will meet throughout the school year to review the policy, provide professional development to staff, and create and implement curriculum to promote awareness within the student body. They are also the key contact for any child protection issues that arise.

All **adults** working with or on behalf of children have a responsibility to protect them. There are, however, key people within the school who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the cover sheet of this document.

It is the **role of the Child Protection Officers (CPO's)** to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals if practicable. If for any reason the Child Protection Officer (see cover sheet) is unavailable, the Deputy Child Protection Officer has been identified who will act in their absence (see cover sheet). Additionally, it is the role of the Child Protection Officers to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

Taaleem Central Office and the school leadership team are responsible for ensuring that the school follows safe recruitment processes. As part of the schools recruitment and vetting process, enhanced Disclosure and Barring Services (DBS), where relevant, and other statutory lists and local intelligence checks will be sought on all staff that have substantial and unsupervised access to children.

The role of the Taaleem Central Office for Child Protection is to ensure that the school has an effective policy, that the Guidelines are complied with and to support the school in this aspect.

The Child Protection Officers and the Principal provide an annual report for Taaleem Central Office detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

Whole Staff Responsibilities - AAM recognizes that because of their day to day contact with children, the school staff is well placed to observe the outward signs of abuse. The school will therefore:

Establish and maintain an environment where children feel secure, are encouraged to talk and are heard.

- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.
- Follow the procedures set out by the Ministry of Education and take account of guidance issued by the Ministry of Interior.
- Treat all disclosures with the strictest confidence.
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in an annual school report and that parents are offered a copy of this policy on request.
- Notify the Ministry of Interior Child Protection Centre of any cases of alleged or suspected child abuse.
- Inform parents of any concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Notify the school counselor if there is an unexplained absence of more than two days.

PROCEDURES:

All staff members are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. To be included and not limited to:

- Teaching Staff/ Supply Teachers
- Cleaners/ Nannies
- Drivers

- Administration
- Volunteers
- Visiting members including parents

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the **Child Protection Officers (Head of Elementary and Head of Secondary)** or in their absence, the **Deputy Child Protection Officer (School Principal)**. In the absence of either of the above, the matter should be brought to the attention of the **Counselor**.

The Child Protection Officers or the Deputy will immediately refer cases of suspected abuse or allegations, in accordance with the procedures outlined within this policy, to the proper authorities.

The School Principal will inform the parents of the students concerned, KHDA, and Taaleem Board within **24 hours of receiving complaint**.

Any staff member accused of abuse will be immediately suspended pending outcome of an investigation.

The School Principal and Child Protection Team will carry out an internal investigation obtaining written statements from the adults involved and submit written report to KHDA/governing entity within 24 hours of incident.

Any staff member found guilty of negligence or abuse will immediately be dismissed.

In the case of external child abuse, incidents must be reported immediately to the Child Protection Team and the School Principal. The school will always undertake to refer the incident concerning the child to the parents unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken.

TRAINING AND SUPPORT:

The School Principal and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at the beginning of each school year. All new staff hired in the middle of the school year will be required to take mandatory training before any contact with students can begin.

The school will ensure that the Child Protection Officers also undertakes training and refresher training at yearly intervals to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities.

Support will be available for staff from the School Principal in the first instance, and from members of the school's leadership team where there are concerns about queries about child protection. All staff should have access to advice and guidance on the boundaries of appropriate behavior and conduct. These matters form part of staff induction and are referred to in the staff handbook.

SAFE WORKING PRACTICES AND PROFESIONALISM:

Staff Concerns - It is essential that all staff working in school are aware of how to pass on any concerns about other members of staff or volunteers and be conscious of how they should conduct themselves to minimize the risk of finding themselves as the subject of any child protection processes:

In dealing with allegations or concerns against an adult in the school all staff, governors and volunteers should:

- Report any concerns about the conduct of any member of staff or volunteer to the Child Protection Officers (Head of Elementary and Head of Secondary) as soon as possible and within 24 hours of incident.
- If an allegation is made against the School Principal, the concerns need to be raised with
- Taaleem as soon as possible and within 24 hours.

Professionalism – All Staff members should:

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions.
- Dress appropriately for your role.
- Avoid unnecessary physical contact with children. If physical contact is made:
 - ensure you are aware of and understand the rules concerning physical restraint
 - where it is essential for educational or safety reasons, gain student’s permission for that contact wherever possible
 - to remove a pupil from a dangerous situation or an object from a pupil to prevent either harm to themselves or others, then this should be recorded on the correct form and reported to the Heads of School
 - it should not be secretive, even if accidental contact was made, it should be reported.
 - understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to:
 - accepting regular gifts from children
 - giving personal gifts to children
- Recognize their influence and not engage in activities out of school that might compromise their position within school.
- Not establish or seek to establish social contact with pupils outside of school. This includes;
 - communication with pupils in inappropriate ways, including personal e-mails and mobile telephones.
 - passing your home address, phone number, e-mail address or other personal details to pupils/children.
 - the transportation of pupils in your own vehicle without prior management approval
 - contact through social networking sites.
- Avoid volunteering to house children overnight.
- Only use e-mail contact with pupils via the school email.
- Be careful about recording images of children and do this only when it is an approved educational activity. This can only be done when parents have given their express permission.
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school

policies.

- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture and circumstances.
- Avoid working in one-to-one situations or conferring special attention on one child unless this is part of an agreed school plan or policy.
- Only arrange to meet with pupils in closed rooms when senior staff have been made aware of this in advance and given their approval.
- Not access inappropriate material via the internet.
- Not allow boundaries to become blurred and unsafe in more informal settings such as trips out, out of school activities etc.
- Never use a physical punishment of any kind.
- Not attribute touch to their teaching style.

Confidentiality - is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, where there is a child protection concern this must be reported to the School Principal and Child Protection Officers, the respective (Elementary Head or Secondary Head) and may require further investigation by appropriate authorities.

Staff will be informed of relevant information with respect to individual cases regarding child protection on a “need to know basis” only. Any information shared with a member of staff in this way must be kept confidentially to themselves.

RECORDS AND MONITORING:

Well-kept records are essential to good child protection practice. AAM is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. Please see attached forms.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken.

These file notes are kept in a confidential file, which is separate to other files, and stored in a secure place by the Child Protection Officers. In the same way notes must be kept of any student who is being monitored for child protection reasons. This file will be known as the Child Protection Register and will be kept up to date and monitored by the Child Protection Officers.

CHILD PROTECTION TEAM CONFERENCES:

When a child is placed on the Child Protection Register and is, therefore, a child with a plan, it is the Child Protection Officers responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation.

The Child Protection team will meet regularly to update the status of students on the register, discuss policy updates, and plan professional development and curriculum reviews.

SUPPORTING STUDENTS AT RISK:

The American Academy in Al Mizhar recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, while at school their behavior may still be challenging and defiant or they may be withdrawn.

AAM will endeavor to support students through:

- The curriculum to encourage self-esteem and self-motivation.
- The school mission statement which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of the school's behavior management policies (See AAM Student handbook).
- A consistent approach agreed by all staff which will endeavor to ensure the student knows that some behavior is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that statistically children with behavioral difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioral problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
- Only authorized agencies may investigate child abuse allegations (Currently, in Dubai this would mean the Police only). While it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

STAFF RESPONSIBILITY:

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

All staff are expected to fully comply, at all times, with the School's Professional Code of Conduct.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to a member of the School's Leadership Team.

If a member of staff has concerns about the conduct of a member of the School's Leadership Team_(other than the School Principal) they should contact the School Principal.

If a member of staff has concerns about the conduct of the School Principal they should contact the school governing body (TAALEEM) directly.

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where another body provides services or activities separately, using the school premises, Taaleem will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

WHISTLEBLOWING

We recognize that children cannot be expected to raise concerns in an environment where staff fails to do so.

All staff are expected to fully comply, at all times, with the School's Professional Code of Conduct.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the CPO or a member of the School's Leadership Team.

If a member of staff has concerns about the conduct of a member of the School's Leadership Team (other than the Principal) they should contact the Principal. If a member of staff has concerns about the conduct of the Principal they should contact Taaleem Central Office.

POLICY REVIEW:

The Child Protection Team is responsible for ensuring the annual review of this policy.

The Child Protection team is responsible for ensuring Taaleem's annual review of this policy.

Moral Education:

Moral Education (M.E.) expands beyond providing cognitive knowledge and content to equipping students with the life skills needed to support sustainable long-term growth and the development of the UAE as a culturally rich, socially accepting and morally high standing nation. It aims to make a difference in behavior patterns as well as ensuring that newly acquired values are ingrained in student's belief systems. In this context, moral education is expected to play an important role not only helping children realize a better life for themselves but also in ensuring sustainable development of their country and society.

The Moral Education Curriculum covers four pillars of teaching and learning:

- Character and Morality
- The Individual and the Community
- Civic Studies
- Cultural Studies.

The Path of Roses

A school song for the Al-Mizhar American Academy

Music and Lyrics by Lynda Chmarny-Intaj

Scoring by Tatjana Sremac

We walk the halls of learning

Our minds are full of yearning

We'll always have teachers and friends

To guide us through until the end

And as we take our steps into the world beyond

We are given opportunities to grow and become strong.

Our strengths are challenged day by day by those we admire

And we'll face the bright tomorrow

Knowing our dreams will transpire

Our journey starts as rose buds do

We're nurtured here to leave in bloom

We will have flowered and will have grown

We'll be prepared to stand on our own

We believe in excellence, peace, love and harmony

We will clarify our vision through strength of unity.

***And as our lives move on when we must leave this place behind We'll strive only to be the best
leaders of humankind.***

Academic Calendar 2017-2018

** Days of Islamic holidays are subject to moon sighting and may differ from the date given.*

Term 1	
New student orientations	5-7 September 2017
First Day for All Students	10 September 2017
Islamic New Year	21 September 2017*
PD Day (school closed)	22 October 2017
Taaleem Annual University Fair	23 October 2017
Mid-term Break for Students	29 October – 2 November 2017
Grades 4 and 5 Dibba Residential Trip	1-2 November 2017
Three way conference (Parent-Student-Teacher)	21 November 2017
AAM National Day School Celebration	28 November, 2017
Commemoration day/Prophet Birthday	30 November 2017*
National Day	3 December 2017*
Last Day of Term 1	14 December 2017
Winter Break	17 December 2017 – 4 January 2018
Term 2	
First day of Term 2 /Classes resume2	7 January 2018
Internal Mid-term exams -High school	14-25 January 2018
End of Semester 1	25 January 2018
AAM School Sports Week	4-8 February 2018
Semester 1 reports sent home	7 February 2018
Mid-term break for students	11-15 February 2018
AAM Week Without Walls	25 February- 1 March 2018
AAM Carnival Day	20 March 2018
Grades 6,7 and 8 Mussandam trip	20-22 March 2018
Last Day of Term 2	22 March 2018
Spring Break	25 March 2018 – 5 April 2018
Term 3	
First day of Term 3 /Classes resume	8 April 2018
Israa and Miraj	22 April 2018*
AAM Student Led Conference	24 April 2018
AAM International Week (Tolerance)	29 April-3 May 2018
PD Day (school closed)	13 May 2018
Start of Ramadan	16 May 2018*
Internal Final Exams-Seniors	27 May-7 June 2018
Internal Final Exams High school	6-13 June 2018
Eid Al Fitr	14 -18 June 2018*
Graduation Day	21 June 2018
Semester 2 report sent home	26 June 2018
End of Academic Year for teachers and students	5 July 2018



Acknowledgement of Review and Understanding of:

AAM Secondary Student and Parent Handbook 2017-2018

The 2017-2018 Student-Parent Handbook provides important information related to student learning, expectations for student behavior and other information related to student and parent rights.

Al-Mizhar American Academy requires that a parent/guardian for each student signs this form to acknowledge that they have read and understand the guidelines and expectations set forth in the handbook.

We, the parents/guardians _____ of

_____ in grade _____ have read and discussed the contents of this handbook with our child.

Student Name-Print

Student Signature

Parent Name-Print

Parent/Guardian Signature

Date: _____ Mobile Contact number of parent: _____