



**DUNECREST
AMERICAN
SCHOOL**

Policy Manual

**Dunecrest American School
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Policy 1.010

DUNECREST AMERICAN SCHOOL MISSION STATEMENT

At Dunecrest American School we provide a holistic American international education that inspires students to discover their talents, pursue their passions, and make a positive impact on their communities and the world beyond.

DUNECREST AMERICAN SCHOOL VISION STATEMENT

To be a vibrant learning community that nurtures global leaders.

DUNECREST AMERICAN SCHOOL EDUCATION VALUES

PILLARS

As a member of the Dunecrest American School educational family, you will have the opportunity to experience and bring alive the central pillars that drive our journey to educational excellence.

ACADEMIC EXCELLENCE

Our drive to instill bold curiosity and diligent effort is the hallmark of Dunecrest American School. Our coursework, from Pre-Kindergarten through Grade 12, provides meaningful and challenging opportunities for both individual and collective achievement. We foster our students' desire to pursue their highest academic potential, and through a wide variety of learning opportunities, we strive to empower them with the means to achieve it. We want our students to take a question that's really compelling in the world or in their lives and have many tools to help them answer it.

CREATIVITY

Learning is embraced when it is personalized, when the learner's interests, preferences, strengths, contributions, and prior knowledge are sufficiently honored. Dunecrest American School fosters curiosity about the world by creating learning situations that stimulate thinking and inquiry while providing time to experiment and to make sense of what is observed. Learning is both a personal process of discovery and a collaborative process that leads to a deeper appreciation of knowledge and academic growth.

INDEPENDENCE

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need opportunities to exchange their reflections with other students and teachers. We must ask our students what they believe in, so they can know themselves and their role in the world. We must give our students the tools of rigorous and passionate intellectual inquiry and self-expression so they can grow. Every aspect of Dunecrest American School encourages both students and teachers to become increasingly more responsible for directing their own personal and collective learning.

WELLNESS

The interaction between student and teacher is the heart of our school. All that we do must stem from enhancing that relationship. Our mission is to challenge the minds, excite the imaginations, and train the bodies of the students in our care. We guide our students to make healthy choices and to have respect for their own minds and bodies. We lead them to distinguish right from wrong, and to choose to do what is right so they can develop into responsible and courageous citizens. At Dunecrest American School, exacting inquiry and thoughtful conversations foster the life of the mind, instruction and actively promote

fitness and health, and the daily interactions of faculty and students build integrity and nurture empathy, and kindness.

INTERNATIONAL MINDEDNESS

In our commitment to help our students be internationally minded, we demonstrate how to be colleagues and friends, so they act with respect and love. As a school community with these purposes and responsibilities, we will engage the larger communities of city, nation, and world of which we are a part. Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. At Dunecrest American School, students investigate and value their different histories and talents as well as those of other communities and cultures. Because learning and growth at Dunecrest American School arise from each individual's engagement with others, students and faculty value the differences they bring to enrich the community they share.

SERVICE

In life and at school we are crew, not passengers. Students and teachers are strengthened by acts of service. One of Dunecrest American School's primary roles is to prepare students with the attitudes and skills to learn from and be of service to others. Our school is committed to uniting knowledge, service and good moral values to foster the students desire for humankind's common good, and to increase their capacity for mutual and self-respect. We prepare our students to learn confidently for the rest of their lives, and to give generously and joyfully to others. We seek to develop students who combine proven academic ability, intellectual curiosity, and determination with decency, good character and service.

INNOVATION

Learners are most engaged when the learning community challenges them with interesting and achievable objectives. Learning happens best with passion, challenge and the essential support to experience success. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. At Dunecrest American School, we help students overcome their fears and discover their innate ability to innovate and solve real world problems. Individual and group development are integrated so that the value of friendship, trust, and group action is clear. The school culture is grounded in principles of trust, respect and responsibility. Faculty and staff continually teach students how to responsibly use their access of technology to enhance knowledge and learning. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

FEEDBACK

Learners require regular, timely, and user-friendly feedback in order to understand goals, to produce quality work, and to meet high standards. Learning and innovation are fostered best in communities where student and teacher ideas are respected and where there is mutual trust provided by a caring adult monitoring the progress of each child and advocating for their best interest. Older students' mentor younger ones, and students feel physically and emotionally safe. This is the Dunecrest American School's focus on "Raising Student Achievement Every Day, Every Way."

PERSEVERANCE

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. However, it is also important for students to learn from their failures, to persevere when things are hard, and learn to turn challenges into opportunities. The challenges that students meet at Dunecrest American School and the support they receive have a common purpose: to stimulate their development as individuals and as members of their local and global communities.

DUNECREST AMERICAN SCHOOL CURRICULUM PHILOSOPHY

Dunecrest American School provides students with a rigorous, inspirational, and innovative academic program combining comprehensive American curriculum standards with an engaging STEAM focus college preparatory program of studies as well as The International Baccalaureate Diploma Program that culminates in awarding eligible students an American High School Diploma and/or International Baccalaureate Diploma.

A holistic education is provided that encourages high standards of academic achievement, meaningful collaboration, and personal development, while supporting the unique needs of each learner. We encourage the expression of multiple perspectives in a safe and nurturing learning environment, such that the cultural identity of each student is valued. We prepare students to contribute to and thrive in a multicultural society. We support students in the development of skills and learning strategies. Students are encouraged to take responsibility for their own learning and wellbeing. Learning explicitly addresses guided and independent inquiry and investigations, skill development, and thinking strategies for finding solutions to the complex challenges posed in developing a sustainable and peaceful world.

DISCRIMINATION AND HARASSMENT

Dunecrest American School is committed to maintaining a school that is free from discrimination and harassment of any student or employee for any reason. Students and employees of Dunecrest American School enjoy the right to study and work in a safe environment, free from discrimination and harassment. Any kind of discrimination or harassment is not tolerated because it jeopardizes the harmonious relationships necessary for the effective operation of Dunecrest American School.

Dunecrest American School shall uphold the principles of equal opportunity. Any discrimination on the basis of race, color, religion, gender, creed, caste, national origin or ancestry shall not be tolerated.

Harassment includes hostile, intimidating, or offensive actions, and both verbal and non-verbal expressions related to an individual's race, color, religion, gender, creed, caste, national origin or ancestry. This will include both physical, emotional, verbal as well as cyber discrimination and harassment.

Policy 1.030

SCHOOL YEAR / SCHOOL CALENDAR

The school year must comply with the applicable requirements of legal/regulatory authorities and accrediting bodies. Teachers will be subject to a maximum of 195 contract days excluding pre-planning days.

The school year will normally begin in early September and continue until early July. Provision shall be made for holiday periods in the fall, winter, midwinter and spring and shall include appropriate national and religious holidays of the U.A.E. as well as American holidays. The major school holidays will be during the summer months of July and August.

The Head of School shall submit a recommended calendar to Esol Education and KHDA. KHDA shall adopt the final school calendar.

Policy 1.040

SCHOOL DAY

The student classes at Dunecrest American School will begin at 7:45 am and the final bell will be at 3:10 pm. School timings will be adjusted during the Holy Month of Ramadan.

EMERGENCY CLOSING

The Chairman/Superintendent, or his authorized representative, shall make the final decision for all Esol Education School closures or early release.

If an actual or potential hazard threatens the safety and/or wellbeing of students and/or school personnel, the school should close until such time as the actual or potential hazard ceases to threaten the safety and/or wellbeing of students and/or school personnel. In such cases, the Head of School may take the step of closing the school, with the prior approval of the Superintendent or his authorized representative. If extenuating circumstances require the Head of School to close the school before receiving the Superintendent's approval, the Head of School should do so, and should evacuate the school in accordance with the school's established emergency procedures.

In the absence of an actual or potential hazard, school closure may be in the best interest of the students and the school community because of political tension, potential unrest, or other circumstances that are seriously disruptive to the educational process and school atmosphere. In such cases, the Head of School may recommend school closure to the Superintendent or his authorized representative. The Superintendent and/or his authorized representative shall make the final decision about whether to close the school.

In all cases of school closure due to actual or potential hazard, or other seriously disruptive circumstances, the Head of School should maintain communication with the appropriate foreign embassy and local authorities, both to receive appropriate advice and information and to keep officials informed of the measures the school is taking and the whereabouts of students and school personnel.

In cases of school closure, the school will continue to pay salaries and benefits to all school personnel in accordance with their employment contracts. If school closure persists for a period of two weeks or more, and the Superintendent and/or the Board believes that it will not be advisable to reopen the school in the foreseeable future, the school may terminate employment contracts with school personnel. In such cases, Esol Education will make its best efforts to secure comparable employment at another Esol Education school for each Overseas Hire Professional Staff member, subject to that school's schedule of salary and benefits. If Esol Education is unable to provide such comparable employment at another Esol Education school, or if the Overseas Hire Professional Staff Member declines the offer of comparable employment at another Esol Education school, Esol Education will provide the Overseas Hire Professional Staff member with a severance payment equal to the lesser of two monthly installments of the staff member's salary or the amount still owing to the Staff member under the contract, and an airline ticket to the nearest major airport to the Professional Staff member's home of record. Local Hire Professional Staff Members who are full time employees will receive the lesser of two months' salary installments or the balance of the yearly salary. Upon notice of reopening, the school shall provide airline tickets for full time Overseas Hire Professional Staff Members so that they may return to work. When the school uses the options listed above and the school re-opens in less than two months, the period of closure is considered as a vacation.

Instructional days lost due to emergency closure may be rescheduled through extended school hours, weekend classes, or by adding instructional days to the school calendar. The Head of School, in consultation with the Superintendent, shall determine how to reschedule the lost instructional days.

Policy 1.060

SCHOOL ORGANIZATION

Dunecrest American School provides education for children from age two through the completion of secondary school. Dunecrest American School is arranged in four divisions; Early Childhood, Elementary School, Middle School and High School with Division Principals/Heads reporting directly to the Head of School.

The Head of School is appointed by and accountable to Esol Education to organize and manage the administration of the School.

Policy 2.010

LEGAL STATUS OF ESOL EDUCATION

The Esol Education Senior Executive Board has the overall responsibility for all matters related to the governance and operation of Dunecrest American School. The Board shall establish such policies and procedures as may be required for the proper and efficient operation of the school.

The Esol Education schools include:

- American School Hong Kong (Hong Kong, China)
- The American International School in Egypt, Main Campus (Cairo, Egypt)
- The American International School in Egypt, West Campus (Cairo, Egypt)
- The American International School in Abu Dhabi (United Arab Emirates)
- The American International School in Cyprus (Nicosia, Cyprus)
- Cairo English School (Cairo, Egypt)
- Dunecrest American School (Dubai, United Arab Emirates)
- Fairgreen International School (Dubai, United Arab Emirates)
- Universal College of Aley (Lebanon)

BOARD OF GOVERNORS RESPONSIBILITIES

Pursuant to contractual relationships, Esol Education shall have the authority to operate Dunecrest American School, oversee Dunecrest American School's educational administration and fiscal management, maintain financial records, coordinate and conduct recruitment of educational personnel, coordinate and conduct purchasing and shipment of materials and supplies, and to assume other responsibilities identified by the Esol Education Senior Executive Board. Dunecrest American School is a tuition based, Prekindergarten through Grade Twelve School. Dunecrest American School is based upon Common Core Standards with an international pedagogical emphasis and the language of instruction is English. Dunecrest American School will enhance or modify the basic program as necessary to meet the needs of our host country U.A.E. and student populations. Modifications may include, but are not limited to, English as a Second Language instruction and the inclusion of host country language, culture, history, religion and/or geography.

Dunecrest American School is a private school serving the local and expatriate communities in the U.A.E., governed and directed as set forth in the Esol Education and Dunecrest American School policies. Dunecrest American School falls under the legal jurisdiction of the laws, rules and regulations of the U.A.E.

The Esol Education Senior Executive Board exercises governance of Dunecrest American School.

Dunecrest American School will also have oversight by the School Community Committee as part of our Board of Governors requirements with KHDA.

DEFINITION AND PURPOSE OF GOVERNANCE

The Board of Governors shall define and execute a clear and consistent governance model for supporting the school, informed by accrediting body standards, local education authorities, and other relevant standards.

Governance must ensure delivery of high-quality educational programs, clear and efficient financial and other non-educational operations, and compliance with laws and requirements of the U.A.E. The Governors must ensure the sustainability and growth of the school and the broader organization. The school must embrace an aspiration, a mission, and a vision as part of an organizational identity that inspires and energizes the school leadership and school community to work towards a common goal. The Governors should communicate the school's mission to the school community and the broader world.

STRATEGIC CORE FUNCTIONS OF THE BOARD OF GOVERNORS

The Board of Governors shall:

- Set the strategic direction of the school, in partnership with the Head of School and within the context of a clearly articulated vision and ethos.
- Participate, with all stakeholders in the definition and delivery of the school's mission, vision, and core values, and monitor their application in policy and practice.
- Embrace an aspiration (mission/vision) as part of an organizational identity that inspires and energizes the school leadership and school community to work towards a common goal.
- Hold the school Leadership Team accountable for the strategic, educational, operational, and financial effectiveness of the school through instruments such as the School Development Plan, providing support and constructive feedback as appropriate.
- Ensure that the roles and responsibilities of the Board of Governors and the school Leadership Team are delineated, defined, and transparent.
- Ensure compliance with all local statutory and regulatory requirements.

- Appoint, appraise and dismiss, if necessary, the Head of School, after obtaining the KHDA's approval.
- Support innovation in balance with risk mitigation.
- Regularly evaluate its own performance.
- Oversee the financial performance of the school, including setting fees, overseeing budget, setting financial targets, and ensuring future financial viability.

OPERATIONAL ROLE OF THE BOARD OF GOVERNORS

- The Board of Governors serves as the focal point and custodian of governance in the school.
- The Board listens to and learns from education professionals in order to impart relevant advice and ask challenging and usefully provocative questions.
- The Board works alongside the school's Leadership Team in a spirit of positive partnership that includes effective and regular communication.
- The Head of School is accountable to and reports to the Board.
- The Board ensures accountability for the school's educational performance through effective data analysis and reporting. It is the Board's responsibility to use all information available to improve school performance, including the use of internal school reporting, school inspection reports, MAP, TIMSS and PISA results, data from the Dubai Student Wellbeing Census, and feedback from parents, students, and teachers.
- The Board sets the requirements for reporting from the Head of School and/or any subcommittees of the Board. This includes the framework and standards to be used and financial, inspection and accreditation reports. The Board uses these reports to assess the effectiveness of its strategy and to revise it as necessary.
- The Board investigates risk, information, and technology in a way that supports the school to set and achieve its strategic objectives. The Board is accountable for governing the use of information and technology, including data use, protection, data integrity, and social media in a way that supports the school.
- The Board conducts independent analysis of school performance by bodies like the Dubai Schools Inspection Bureau (DSIB) and the school's accrediting organizations, promotes an objective view of the school, and highlights areas for improvement. By actively engaging with the DSIB inspection process and the school accreditation process, the Board can gain first-hand knowledge and advice about school performance from external experts.
- The Board regularly monitors the school's activities program and outputs against internal or external standards.
- The Board engages with the school's stakeholders to understand their needs and establishes formal mechanisms for this purpose.
- Whenever possible, members of the Board attend school events such as UAE National Day, graduation ceremonies, performances, and athletic and social events.
- The Board responds to the KHDA's directives and requirements, for example in relation to inspection outcomes and compliance issues.
- The Board investigates formal complaints against the school and takes appropriate actions in accordance with the school's policy.
- The Board creates links and partnerships between the school and the wider community.
- The Board ensures the provision of buildings and resources based on high quality building standards and resources.
- The Board regularly reviews the school's staff performance appraisal process, as well as the salaries, benefits, and working conditions of school employees.

MEMBERSHIP OF THE BOARD OF GOVERNORS

The Board of Governors may comprise:

- One or more members of the Senior Leadership Team of the school's managing organization, Esol Education.
- The Head of School.

Pursuant to its role as the school's managing organization, Esol Education shall appoint all of the members of the Board, including the Chair of the Board.

The Board shall establish a standing subcommittee that meets at least twice per year and includes the designated representative of the school's teaching faculty and the designated representative of the school's parent body and a member of the student community. The designated teacher and parent representatives shall not use their role on the subcommittee to promote their personal interests or the interests of their children, but rather to promote the interests of all students and achieve the school's objectives.

The Head of School shall be a non-voting member of the Board and shall provide useful information about school operations and offer advice and analysis to inform the Boards' decision-making process. The Head of School shall not attend meetings of the Board where matters regarding his/her performance and compensation are to be discussed.

Esol Education will work to ensure the Board's continuity and institutional knowledge.

GOVERNANCE GUIDELINES

The Board of Governors will have a balance of skills, experience and know how.

To perform their role effectively, Board members require time, passion, training, clear roles and responsibilities as well as the support of a guiding governance framework.

The Board shall provide appropriate mechanisms for the communication and consideration of the views of students and teachers, including through the standing subcommittee referred to above.

Individually and collectively, the Board shall behave with integrity, competence, responsibility, accountability, fairness and transparency. Positive personal attributes of Board members include selflessness, courage, curiosity, independence, honesty, humility, tact, and the ability to listen and forge relationships.

Individual Board members shall not pursue special interests and shall at all times maintain independence that enables them to discharge their governance roles and responsibilities objectively and effectively.

The Board shall ensure that the school's ethos aligns with Dubai Vision 2021 and UAE law, promotes mutual respect and tolerance, and that these are reflected and implemented in both policy and practice.

BOARD CONVENTIONS

The Board of Governors shall:

- Meet at least twice per year.
- Have achieved quorum if all Board members have been invited to the meeting and if the meeting is attended by at least two-thirds of the Board members.

- Ensure continuous improvement and to formulate the following year's Board goals and objectives, the Board shall conduct an annual review of its own performance and shall invite feedback from the Head of School as part of the process.
- Have succession planning and training policies in place to enable it to remain effective and agile.
- Require new Board members to undergo induction and ongoing training, mentorship, and knowledge sharing activities to develop further capacity.
- Take minutes at all meetings and be approved by the Board.

Policy 2.030

ESOL EDUCATION BOARD POLICY DEVELOPMENT

Esol Education Senior Executive Board shall develop and adapt a set of operational policies to be maintained in a manual entitled “Dunecrest American School Policy Manual.” The Board shall adopt additional policies as needed and revise existing policies as provided therein; and make them available to the school community.

Adoption of new policies or changing existing policies is solely the responsibility of the Esol Education Senior Executive Board.

The Dunecrest American School Head of School or Esol Education Board Member may provide the initial draft of new policies or revisions of current policies that may be under consideration. Other proposals for new policies or revisions of current policies may be made in writing by anyone connected with the school community and may be presented to the Dunecrest American School Head of School. The Esol Education Senior Executive Board will review the proposal and either approve it for drafting or reject it. The final decision for acceptance of new policies or the revision of an existing policy rests solely with the Esol Education Senior Executive Board.

The Dunecrest American School Head of School is given the continuing commission of calling to the Esol Education Senior Executive Board’s attention all policies that are out of date or for any other reason appear to need revision.

Policy 2.040

ESOL EDUCATION BOARD REVIEW OF ADMINISTRATIVE REGULATIONS

The Esol Education Senior Executive Board reserves the right to review administrative regulations at its discretion. Esol Education will be provided with copies of all major school wide regulations issued by the Head of School before they are implemented. The Esol Education Senior Executive Board will review the administrative regulations and issue the final version.

Policy 2.050

ESOL EDUCATION BOARD ORGANIZATION AND STRUCTURE

Dunecrest American School shall be governed and managed by two or more designated representatives of Esol Education. In some cases, Esol Education representatives participate with other investors, or their representatives, on a school's governing body.

Dunecrest American School's designated Esol Education representatives shall be responsible for appointing the Head of School and for appraising the Head of School's performance according to the terms of the Esol Education Administrator Appraisal Policy and Procedure.

The designated Esol Education representatives shall also have the authority to revise the provisions of Dunecrest American School's Policy Manual, and to introduce new policies based on the best interests of the School and its student body.

Esol Education shall support Dunecrest American School and shall be ultimately responsible for all aspects of its educational and non-educational operations.

Policy 3.010

TUITION PAYMENT AND SCHEDULES

In consideration of Dunecrest American School's acceptance of a student, parents/guardians shall agree to the school's tuition and fee requirements and will be responsible for all charges due.

The enrollment of a student is an individual contract between the parent/guardian and Dunecrest American School, regardless of any arrangement a parent may have with his/her employer concerning payment of the fees. The parent/guardian remains responsible for payment of all school fees for his/her child.

The fees for application, registration, tuition and any other payable must be paid in UAE Dirhams (AED) as set by the School Business Office.

For returning students and pre-registered students, school fees are due before the first day of school.

Deposit fee - within ten days of receiving the acceptance letter the Deposit Fee must be paid to guarantee the acceptance. Please note that a student starting in midyear, the payment is required before he/she can start classes. Therefore, the payment should be made as soon as possible in order to schedule the student's orientation.

1st semester tuition fee - late August before the 1st semester begins (50% of annual fee minus the deposit)

2nd semester tuition fee - end of January, before the 2nd semester begins (50% of annual fee)

Policy 3.020

NONPAYMENT OF TUITION AND FEES

No student will be permitted to start attending Dunecrest American School until application fee, registration fee, and tuition payments have been paid. The parents or guardians are ultimately responsible for any action, which the School must undertake to ensure tuition payments. Any pending action by the school for non-payment will be reported to the Esol Education Senior Executive Board prior to any action taken.

Policy 3.030

FUND RAISING

Solicitations for fund-raising made in the name of Dunecrest American School must have the prior approval of the Head of School. All fundraising will need to comply with U.A.E. laws.

Policy 3.040

PAYROLL

The Business Manager at Dunecrest American School is responsible for ensuring the establishment and maintenance of proper payroll systems that meet the needs of the school and that comply with Esol Education Policies and Procedures as well as the applicable laws and regulations of the U.A.E.

Pay dates are listed on the school calendar.

Policy 3.050

ADVANCES OF SALARY

Any Dunecrest American School employee may apply for an advance for a portion of his/her monthly salary. The request for the advance must be submitted to the Head of School in writing. All advances granted must be receipted by the receiving employee. The advance can only be processed from the 1st to the 20th day of the month and it is not to exceed 50% of the total monthly salary of the employee. The advance shall be repaid from the next scheduled payroll.

Policy 3.060

MONEY IN SCHOOL BUILDINGS

All money collected by Dunecrest American School staff should be processed through the Business Office. In no case shall money be left overnight in school buildings except in the school's safe provided for the safekeeping of valuables. Teachers are responsible for any lost money left overnight in their classroom.

Policy 3.070

INVENTORIES

Dunecrest American School will have a centralized system that will assure the proper storage and accounting of all supplies, material, equipment and real property. This will include all school related assets.

The Head of School shall inform the Esol Education Senior Executive Board prior to disposing of obsolete equipment.

PURCHASING AUTHORITY

Purchasing authority is set by the Esol Education Senior Executive Board. The Board delegates authority for the purchase of materials, equipment, supplies and services to the Head of School as long as it is within the limits of the approved budget.

The Head of School shall direct the purchase of school books, supplies, equipment, services and other items that are required and permitted within the limits of the budget. The Head of School may delegate purchasing authority to other members of staff as long as the approved budget is followed.

Except as stated above, no employee of Dunecrest American School may obligate the school for a purchase without receiving prior approval.

Purchase of equipment supplies, and services must be carried out in a manner that assures competitive price and satisfactory quality for the school.

PURCHASING OF TEXTBOOKS, EDUCATIONAL MATERIALS, SUPPLIES AND EQUIPMENT

The Esol Education purchasing system enables our teachers to enter their purchase requests online and follow up on the status of their requests. The system is designed to have four different user levels: Teachers, Department Heads, Principals, and Heads of School. Each of these user levels will have access to the purchase requests that are within their purview.

Once all users have appropriate access to the system, each Esol Education school must prepare and submit its international orders of textbooks, educational materials, supplies, and equipment (including library books and all supplies and equipment for science laboratories and athletics, but not furniture or IT equipment) according to the following timeline:

- All users need to be trained in using the online purchasing system by November 15.
- All teachers should enter their purchase requests through the online system by November 30.

Between November 30 and December 5, Department Heads and Principals must conduct their review of teacher purchase requests. Department Heads and Principals must ensure that any teachers who are not returning for the following school year have ordered the appropriate materials so that they are available for new teachers at the beginning of the following school year.

Once Esol Education receives the final orders with confirmation from the Head of School, Esol Education will process the orders. Esol Education will not process orders entered on the system after December 15.

Please note that teachers should enter orders for the following school year only, and not for the current school year.

PURCHASING OF FURNITURE AND IT EQUIPMENT

Each Esol Education Head of School must submit requests for purchase of school furniture needs by separate email to esol@esolonline.com no later December 15.

Each Esol Education Head of School must submit requests for purchase of IT equipment needs by separate email to the Esol Education Chief Information Officer no later than February 1.

LOCAL PURCHASING

Local purchases needed to support the curriculum must be approved by the Head of School prior to the purchase. Complete this [form](#) and submit it to the Principal of your division for approval.

SCHOOL BUILDINGS AND GROUNDS

Dunecrest American School recognizes that the education of our students depends on many factors, including a proper physical environment that is clean, safe, functional, free of health and safety hazards and secure. Dunecrest American School is committed to maintaining its buildings and grounds to the same high standards it sets for all aspects of the School program, within the limitations of the School's financial resources and in proportion to its present and projected enrollment.

The Head of School and School Business Manager shall liaise with Esol Education to establish such procedures and employ such means that shall ensure the proper maintenance and safekeeping of the school's property. Such management shall be designed to help achieve the school's educational goals, and to protect the school's building(s), grounds and equipment. The procedures shall encompass the following components:

- Regular review and analysis of school building needs, including recommendations for new construction and improvements, along with supervision of new construction projects when appropriate.
- Repair and maintenance of school property and the operation of the school plant.
- Materials and equipment management, including system of inventory control.
- Energy conservation.

Facilities shall also include school-provided faculty housing.

SCHOOL MAINTENANCE PLAN

DAILY TASKS

- Sweep all floors
- Wet mop those needing cleaning (use special cleaners when needed)
- Pick up all trash
- Place any student desks or tables in rooms
- Clean all rooms including gym (multi-purpose room)
 - Clean boards
 - Vacuum all rugs
 - Dust
 - All adult desks
 - All cabinets
 - Window sills
- Clean all bathrooms
 - Disinfect all toilets
 - Wash outside of toilets
 - Wash floors
 - Wash sinks
 - Wash walls behind toilets
 - Wash counters
 - Wash stall door and walls
 - Restock toilet paper, hand soap and batteries
- Kitchen area
 - Wash floors
 - Clean all sinks

- Empty all trash
- Wipe off and disinfect all counters
- Clean all trays and cutlery
- Refrigerate all perishables and store all other items properly
- Clean all stoves and fryers
- Place all cutlery and trays in appropriate storage areas
- Note any items that need repaired and report to the Head of School
- Water all plants
 - Inside
 - Outside
- Have personnel available to help with special projects directed by staff

WEEKLY TASKS

- Weed all areas needing attention
- Wipe down all doors
- Thoroughly clean fryer in kitchen
- Wash windows in classrooms
- Replace all light bulbs in classrooms and hallways that are not working

BI-MONTHLY TASKS

- Walk and inspect building and grounds
- Check kitchen with dining hall manager
 - Check gas lines
 - Check electrical hook-ups

MONTHLY TASKS

- Repair and paint all areas in need
- Complete all work orders from teachers and staff
- Have a rotation schedule for shampooing carpets
- Check emergency alarms and bells
- Check emergency lighting systems and batteries
- Replace HVAC filters

SEMI-ANNUALLY

- Roof examination for deterioration of sealants, caulking, etc.

ANNUALLY

- Lubricate all door hinges and check locks, gates, etc.
- Replace emergency batteries
- Wash inside and outside of all lockers

GENERAL GUIDELINES

- Set up painting schedule (everything painted every three years)
 - Inside schedule
 - Outside schedule

HEALTH AND SAFETY

The Head of School in accordance with civil authorities will maintain a program of security for the building and grounds at all times. Dunecrest American School recognizes its responsibility to maintain a safe and healthy environment for all staff, students, parents and visitors. To ensure compliance with the school's values, procedures will be established, founded on the following principles:

- Injuries and ill-health arising from the school's activities can be prevented, given sufficient awareness, knowledge, forethought and planning.
- Safety and health will be treated with equal importance to other parameters that shape decision making, such as educational quality and finance.
- All school staff will act as role models for students.
- Staff will be trained to educate students in matters to do with communal safety and drills.
- The School Medical Staff will be trained to educate students in matters to do with personal and communal health, recognizing and respecting different cultural sensitivities.
- Attention will be paid to the security, health and wellbeing of students when engaged in online activities.
- Incidents that cause or could cause significant harm will be investigated and any necessary adjustment to policy, regulation or procedure implemented.
- Facilities and associated equipment will be safe and secure.
- The Head of School in accordance with civil authorities will maintain a program of security for the building and grounds at all times.
- A robust Crisis Management Plan will be in place and tested regularly.

The focus will be firstly on prevention, then on response in the event of an incident or threat, and finally on sanctions if regulations or procedures have not been followed. Facilities and staff will be provided to treat minor injuries and illnesses.

With specific regard to health, the focus will also include:

- Taking responsibility for one's own health and wellbeing.
- Specific education on health and wellbeing when working or otherwise engaged in online activity.
- Protecting the school community from contagious illness and serious communicable diseases.

With specific regard to safety, the focus will also include:

- Taking responsibility for the safety of oneself and looking out for others.
- Organizing to respond appropriately to incidents and emergencies.
- Responding promptly to correct deficiencies.

ACCIDENTS

In the event of any accident or incident, this must be reported immediately to the school nurse. The nurse will attend to the accident scene and render assistance. The nurse, with the assistance of the Head of School, should decide as to the next step. Parents/Guardians should be contacted as soon as possible.

In all accidents, an incident form should be filled in by the nurse and details added to the student's record. The nurse will send a copy of the incident form to the Head of School.

PROCEDURE TO FOLLOW WHEN A CHILD IS INJURED OR UNWELL

Send a student or colleague as a messenger to alert the nurse with the relevant details, specifically the name of the student and the nature of the incident. The messenger should escort the nurse to the patient. If appropriate, the remaining children in the class should be sent to a neighboring classroom to be supervised.

MINOR ACCIDENT, INJURY OR ILLNESS

Where possible, the patient should be accompanied by another student or staff member to the nurse. Any students with very minor injuries, including cuts, grazes etc., may be sent unaccompanied unless they are from one of the Lower Elementary or Early Childhood classes in which case an assistant will accompany them.

Unless it is deemed necessary, students should not be sent out of class to see the nurse. During break/lunch times, students should seek the permission of the member of staff on duty to visit the nurse.

STUDENT BEING SENT HOME

If a student cannot continue in school or they require emergency medical treatment, their parents will be contacted, and arrangements made for their collection from school. When a student is sent home, the nurse will inform the Homeroom teacher (Elementary and Early Childhood) and Principal (Secondary School) using email. The student will be given the relevant medical form to show to reception for signing out of school.

STUDENTS REQUIRING EMERGENCY HOSPITAL TREATMENT

If a parent cannot be contacted and the student requires hospital treatment, the nurse will arrange for their transportation to the hospital. In the absence of the parents, the nurse or another qualified person will accompany the student to the hospital.

ADMINISTRATION OF MEDICINES

The nurse has a supply of general medicines that can be administered to students after consultation with a doctor. Where a student requires more significant medication or a prescription only medicine to be administered during school hours, the parents of the student should liaise directly with the nurse to ensure that instructions as to supply, dosage, timing and method of administration are clearly provided. All medicines brought into the school should be given to the nurse for safe storage.

CURRICULUM INCLUSIONS

Dunecrest American Schools' curriculum contains defined areas that promote the health, safety and broader wellbeing of students, including the following:

PHYSICAL EDUCATION

Students physical education class demonstrates competence and skillful movement in dynamic game situations and in a variety of recreational activities. They transition from modified versions of movement to more complex applications across all types of physical activities. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game, sport, or recreational pursuit. They also demonstrate mature responsibility as they show respect for others and their safety, make reasoned and

appropriate choices, resist negative peer pressure and exhibit fair play. Students are able to set goals, track progress and participate in physical activities to improve fitness. They develop a repertoire of physical abilities and develop competence in specialized versions of lifetime activities.

Students explore several health topics relevant to their age and social maturity. As the student reaches higher grades, personal care and hygiene are discussed. Students gain an appreciation for the care of their bodies as it affects their physical, social and emotional health. Each student will develop their knowledge in the principles of nutrition and the role of each nutrient on their personal health. They develop skills in how to read a nutrition label on containers to make informed decisions on their diet.

CO-CURRICULAR ACTIVITIES

Much of what defines Dunecrest American School's culture, beyond its academic, artistic, and athletic excellence, lies in the opportunities available through extracurricular clubs and activities. These programs help students forge friendships, learn to work collaboratively, take on leadership roles, manage their time, and engage in the larger world. Through exposure to new interests, students deepen their knowledge about themselves and the human condition while savoring the pleasures of possibility.

ATHLETIC STATEMENT

Sports and activities play a vital part of student life at Dunecrest American School. Some of life's most important lessons, such as victory and being part of a team, are learned through participation in athletics and activities. At Dunecrest American School we strive to provide our students with the best in coaching, facilities and equipment, all of which are based on the core values of our program: excellence in effort, sportsmanship, teamwork, self-discipline and dedication. Through our Athletic program students will have an opportunity to participate in both competitive and/or non-competitive sport teams.

Dunecrest American School believes that athletics are a positive and powerful motivator for students to perform better in all parts of school life. Athletics is a way for our students to grow and mature as healthy, well-rounded and socially well-adjusted citizens. By encouraging commitment, determination and teamwork we feel that our students will benefit greatly as they apply these skills in other areas of their life. We truly hope that our students will take advantage of the athletic opportunities offered to them in order to make their school career a richer experience.

The objective of the Athletic program at Dunecrest American School is to provide our students an opportunity to be involved in athletic activities in order to develop a positive character-building experience outside of regular school hours. Dunecrest American School's Athletics Department goal is to become the most well-respected, most sportsmanlike and disciplined sports program in the region.

MORAL EDUCATION

Dunecrest American School will live the commitment to unite knowledge and good moral values. It seeks students who combine proven academic ability, intellectual curiosity, and tenacity with decency and good character. At Dunecrest American School, exacting inquiry and thoughtful discourse foster the life of the mind, instruction and activity promote fitness and health, and the daily interactions of faculty and students nurture integrity, empathy, and kindness. Because learning and growth at Dunecrest American School arise from each individual's engagement with others, the richness of education here requires diversity in all its dimensions; students and faculty value the differences they bring to the community they share.

HEALTHY LIFESTYLES AND MOVEMENT

Dunecrest American School believes physical activity benefits students' physical and mental health, their social skills, their academic performance and their classroom behavior. The school provides physical activity to students through:

- Outdoor play;
- Physical education;
- Co-curricular activities that promotes physical activity and wellness;
- Involvement in local sporting leagues and competitions;
- School based sporting house competitions and the annual sports day;
- Break times during which playground provision are made for active play;
- The provision of specialized indoor and outdoor facilities for exercise and in support of the Physical Education curriculum;
- Discussing and coaching students about the physical activity barriers offered to them, identify barriers to participation and seek to remove them;
- Ensuring that there is appropriate training for those involved in providing physical activity;
- Encouraging staff to take part in physical activity.

SUN SAFETY

Dunecrest American School will ensure sun safety for students through the provision of shaded playground areas and indoor play areas.

INCLEMENT WEATHER

The school will make provision for break times during the following weather conditions:

- The temperature reaches 40° C;
- High winds carrying dust;
- Rain.

Special provision will be made for Physical Education classes and Co-Curricular activities during the same range of conditions.

HEALTHY EATING

Dunecrest American School is committed to developing student confidence and understanding in making healthy food choices. The school and will promote healthy eating by:

- Surveying students about food options through the student council and acting on their feedback when possible;
- Ensuring that healthy food and drink options are available through the school canteen and promoting their inclusion in food brought from home;
- Monitoring students' food choices;
- Providing attractive and welcoming food eating environments for students and staff;
- Ensuring that students have opportunities to learn about different foods in the context of a balanced diet.

NUT FREE SCHOOL

Due to the number of students and staff having allergies to nuts, Dunecrest American School does not permit food that contains nuts on the premises.

HYDRATION

In order to ensure proper hydration Dunecrest American School will promote the drinking of water throughout the day, especially after physical activity and during hot weather. The school will:

- Provide water fountains both inside and outside the school building;
- Require parents to ensure that their child brings a refillable water bottle to school each day;
- Permit access to water throughout the day;
- Remind younger students to drink water, recognizing that young children are less heat tolerant and more susceptible to dehydration, especially when being physically active and in hot climates.

EMOTIONAL HEALTH AND WELLBEING

Dunecrest American School believes that we promote students' positive emotional health and wellbeing by helping them to understand and express their feelings, build their confidence and develop their emotional resilience. To reach this goal the school will:

- Employ a trained professional as a school counselor who provides support to students, families and staff;
- Provide clear leadership to create and manage a positive environment that enhances emotional health and wellbeing, including the management of the school's behavior and anti-bullying procedures;
- Identify vulnerable individuals and groups and establish strategies to support them and their families;
- Have clear, planned curriculum opportunities for students to understand and explore feelings using appropriated learning and teaching strategies;
- Have a counseling support system in place for students and staff to access advice, especially at times of bereavement and other major life crises;
- Have explicit values underpinning positive emotional health that are reflected in practice and work to combat discrimination;
- Provide opportunities for students to participate in school activities and responsibilities to build their confidence and self-esteem.

MEDICAL PROVISION

Dunecrest American School is committed to providing a high standard of healthcare to all students and staff members. The school will provide a nurse who is available throughout the school day for First Aid and on the spot emergency care. The general duties of the nurse will be to:

- Provide First Aid and emergency attention;
- Care for students who are sick or injured until collected from school by a parent or guardian;
- Administer medications in emergencies.

If medication is requested by the student, the school nurse will follow a strict protocol that calls for signed/verbal permission from the parent or guardian (telephone permission is acceptable).

If a student requires their own prescribed medication in school for any reason, they must label it clearly and keep it in the Clinic.

EMERGENCY PROCEDURES FOR INJURIES OR SERIOUS ILLNESS

When a student becomes seriously unwell or injured during school the school Nurse should be contacted. The Nurse will follow an emergency procedure which includes the responsibility for:

- Carrying out a medical assessment;
- Providing medical care;
- Calling an ambulance if necessary and giving a full medical handover to the ambulance team;
- Liaising with the Leadership Team, parents or guardians;

- Completing an incident report.

ONGOING CONDITIONS

Dunecrest American School will provide a supportive network for students with ongoing medical conditions. In cases of students with chronic illnesses such as diabetes and asthma the school nurse will discuss the medical needs with the parents and develop an individual care plan.

HEALTH SCREENING OF STUDENTS

The school will participate in annual vision screening test, growth monitoring and immunizations conducted as part of the Ministry of Education's health campaign.

CARING FOR A STAFF MEMBER

Dunecrest American School makes it a priority to care for its entire staff. Staff can report any medical concerns to the school Nurse. Advice will be provided, and referrals can be made if necessary. All staff medical records will be private and confidential. However, if the Nurse has a serious health concern about a member of staff (i.e. the issue is likely to negatively affect the staff member's ability to fulfill their professional duties) then those concerns should be reported to the Head of School.

SAFEGUARDING OF STUDENTS

Dunecrest American School believes that it is always unacceptable for a child or young person to experience abuse of any kind. The school recognizes its responsibility to safeguard the welfare of all children and young people and will commit to a practice that protects them.

WEARING OF IDs BY ADULT VISITORS

All adult visitors to the school should wear school issued ID cards on a lanyard to access school premises. This requirement extends to parents and those responsible for collecting students at the end of the day. New parents, caregivers or drivers must supply a photograph to the school reception so that a school ID card can be issued.

All visitors without school issued IDs should sign in at the school's reception area where they will be given a visitor's pass. All members of the school community should challenge those people who are not wearing an identity pass.

STUDENTS LEAVING THE SCHOOL DURING THE SCHOOL DAY

Students needing to leave school before the end of the school day (e.g. for a medical appointment) should have the written permission of their parent or guardian explaining the reason for absence. All students will be signed out of school at the time of leaving by their parent/guardian.

END OF DAY DISMISSAL

At the end of the school day:

- Early Childhood students will be released into the supervision of a parent, an identified driver or care giver or an older sibling.
- Elementary and Secondary students who are not picked up will wait in the main lobby until collected.

The parents of students who are regularly left at school will be contacted.

All students on site after school hours should be attending a Co-Curricular activity or tutoring where a member of staff will be in attendance.

EMERGENCY SITUATIONS

Dunecrest American School believes that clear, rehearsed procedures for emergency situations will reduce the risk of injury to all personnel on site. Procedures for emergency evacuation and lockdown of the school premises will be regularly updated and distributed to all members of staff. Drills will be carried out each semester.

FIRE PREVENTION

The school will abide by conditions stipulated by the Dubai Municipality. Arrangements will be made to monitor the condition of all fire prevention equipment on a regular basis. The School will have a fire safety plan and evacuation diagrams up to date at all times.

SAFETY OF STUDENTS OFF-CAMPUS

Dunecrest American School extends its responsibility for the health and safety of students to school activities off-site during Field Study activities.

Dunecrest American School extends learning outside the classroom with local and international trips and visits, as described in the Field Study Trips Policy. Additional precautions are taken when taking students off-campus as the safety of students is paramount to the school.

The Trips and Visits Procedure details the:

- Necessity to complete a thorough risk assessment;
- Checks to be made about the reputation, safeguarding and safety standards of providers;
- Ratio of adults to students;
- The supervision of students;
- Transportation safety;
- Communication between the trip leaders, the school and parents;
- Emergency contingencies;
- First Aid provision.

RENTING OF SCHOOL FACILITIES

Dunecrest American School requires all renters of school facilities to adhere to health and safety requirements. Additionally, the Business Manager will ensure that:

- All entrances and exits are safe for the use of renters and that all equipment made available to and used by the renters is safe;
- Renters using any equipment or facility provided by the school are familiar with its safe use and, if necessary, briefed accordingly;
- Fire escape routes and exits are clearly marked for the benefit of unfamiliar users of the building;
- A site induction is held with renters to ensure that they are aware of emergency procedures, fire alarms and assembly points;
- Arrangements are made for checking the security and condition of the premises and equipment used after vacation by the renter or their staff;
- Risk assessments are carried out by renters;

- Safeguarding procedures are carried out by renters whose activity involves students.

HAZARDOUS MATERIALS

Dunecrest American School recognizes that some substances have the potential to cause ill-health and will introduce measures to identify what substances employees and students use or are exposed to while on campus. Additionally, the school will:

- Prevent/control exposure, and monitor any exposure, of personal and students to associated health risks;
- Institute proper use of controls;
- Ensure that controls are appropriate and tested and keep records as necessary;
- Provide information, instruction and training, as appropriate/necessary, regarding all hazardous substances.

Leadership Team members will ensure that all activity involving hazardous substances has been assessed. This assessment must be formally recorded where there is a significant risk to health.

The school will make an annual review of storage and control measures for hazardous substances, to ensure that management controls are still effective.

Equipment installed to mitigate against the risks of working with hazardous substances (e.g. in Science laboratories) will be regularly tested and maintained.

Policy 4.030

SMOKING ON SCHOOL PREMISES

Dunecrest American School is a smoke free campus and smoking by staff, students or visitors on school premises is not permitted. Staff and other adults supervising student activities and trips outside school are expected not to smoke in situations where they are working with or directly supervising students.

ALCOHOL/DRUGS ON SCHOOL PREMISES

Dunecrest American School is an alcohol-free campus, and hence alcoholic drinks are not permitted on school premises. Staff, students and other adults supervising student activities and trips outside school are not permitted to consume alcoholic drinks. The consumption of alcoholic drinks either in school or on school sponsored trips may result in termination of employment for staff and expulsion for students.

CONTROLLED SUBSTANCES

It is a criminal offence to use, possess or deal in any controlled substances and anyone found through the Disciplinary Procedure to be involved in any of these activities, whether during or outside working hours, will normally be dismissed for gross misconduct. The school will notify the police where appropriate.

The school does not permit controlled substances (other than prescribed drugs) to be used, stored or sold on school premises.

It is strictly forbidden to come to work/school or to remain at work/school under the influence of any drug. If you have been prescribed drugs whose side effects could have an impact on your work/school or behavior, you should report this immediately to the Head of School. If the school considers that you are under the influence of any drug (including prescribed drugs which have or could have affected your work/school or behavior and of which you have failed to notify your superior), disciplinary action will be taken. Do remember that some drugs prescribed in home countries may be illegal in the U.A.E.

Policy 4.050

BUILDING USE

The primary use of the building is to provide a secure and quality environment to the school students. All other activities taking place in the building must not interfere with the primary use. The secondary use of the building is to provide a facility to foster a sense of community among the students, parents, teachers and friends of the school. To that end, the school facilities shall be made available for appropriate activities to support a sense of community. Lastly, the school facilities may be made available on occasion for community activities that will enhance the school's relationship with the local community.

STUDENT TRANSPORTATION

Student transportation to and from school will be the responsibility of the parents. Dunecrest American School offers bus transportation for students whose parents pay for these services. Within certain restrictions, busing is provided door to door. Students who have not paid for the service are not eligible to ride the buses. Students are responsible for following and obeying the bus rules and regulations. In the event a student violates the established rules, he/she is subject to disciplinary action. In more severe cases, a student may be suspended from riding; at first, temporarily, and if necessary, permanently. If the bus driver is distracted by student's behavior, he/she cannot pay strict attention to his/her driving. This poses a safety problem for all students on the bus. All bus rules apply on field study trips as well as for daily transportation.

STUDENT TRANSPORTATION SAFETY

All students must obey the driver and bus monitor at all times. Students must remain seated at all times with their seatbelts securely fastened and conduct themselves in a proper manner. Any student who chooses not to act in a safe manner or not follow the directions of the driver and/or bus monitor may be removed from using bus transportation services.

The primary concern of Student Transportation is to safely transport students to and from school to the student's residence. The school bus service is a safe and useful addition to the school facilities and our drivers are trained in the role of providing the service. No driver is employed at the school unless they have the proper driving license and training. All parents will be informed of the bus service during registration. The main issue of concern during the pickup is student safety. No students should stand at any time while the bus is moving, and the driver will not depart until all students are seated. The bus will not pick up more students than the number of seats available.

- Students must adhere to the direction of the bus monitor.
- Students are to use the established pick-up points only.
- Students are to refrain from protruding their head, hands, and other objects out of the window.
- Students must converse in a quiet voice.
- Students will be suspended from the bus for physical assault, verbal assault, or inappropriate language directed at another person on the bus.
- Students will lose any privilege to eat on the bus, if they don't throw their trash away, or are unable to manage their food.
- Any potentially dangerous objects that need to be brought to school for a project (i.e. glass, swords, etc.) are to be given to the bus monitor.
- Riders are permitted to get off the bus only at their assigned stops.
- Buses will not wait at the designed stops in the morning for tardy students.
- There is no such thing as acceptable play fighting on the bus. Students will be suspended from the bus for any aggressive physical behavior, playful or otherwise.
- Students should keep their hands and feet to themselves.
- Students, who attempt to stop the bus while it is in motion, will be suspended from the bus and will be considered for permanent removal.

Drivers will drive safely at all times and any driver who is deemed to be driving in an unsafe or reckless manner will be dealt with by the management as a matter of high concern and will result in the bus company being informed immediately. At the end of the school day, teachers and security staff will assist students in preparing for the bus departure.

CHANGING BUSES

Students who are required to change their bus routes from time to time to fit in with family arrangements must communicate this with the building Principal.

ELEMENTARY SCHOOL

Parents write a note to the teacher with any bus changes. The Homeroom teacher emails the Principal and Transportation Office the details of the change.

SECONDARY SCHOOL

The student, or parents of the student must contact the School Office before 10 a.m. on the day of the change providing the students name, regular bus number and requested bus number for the day.

LATE BUSES

Once after school activities begin, there will be buses available for students and staff involved in afterschool activities.

Any staff and students remaining on campus but not in an organized activity e.g. students staying behind to work under the supervision of a teacher must inform the bus office before 10 a.m. to ensure a place is available on the bus.

Please note late buses are limited in their routes and drop off points. Details can be checked by speaking to the Transportation Office directly.

FOOD SERVICE

The Head of School and School Business Manager will monitor the school's outsourced food service program to ensure high quality and sanitary standards.

The Esol Education Senior Executive Board will review the program on an annual basis to determine if it meets the nutritional needs of staff and students.

Food and drink are an essential part of our daily lives. They play a fundamental role in the development of the human being. Making the right choices to support our nutrition requirements satisfies our physiological needs, and also contributes to our mental and emotional development. What we eat and drink is directly related to our state of health.

Adolescence is a time for developing the skills to make informed choices and decisions throughout life. What we eat, and drink is one such choice. Young people need to be aware of the importance of good nutrition for health in order to optimize their growth, health and developmental potential through their teenage years and beyond.

For young people to achieve their full potential, it is essential that they eat healthily as healthy eating provides the building blocks for lifelong health and well-being. Adolescence is a time of physical growth and development, the most rapid since infancy. It requires adequate intake of energy and nutrients. Eating a nourishing breakfast and a healthy school lunch allows children to take full advantage of the education provided for them.

Skipping breakfast and/or lunch is a habit reported by up to 17% of students, while many do not eat good food or drink enough fluid. All this can lessen their concentration levels and make learning more difficult. Research has also shown that the foods eaten at lunchtime can affect behavior in the classroom during the afternoon.

OBESITY

This policy is written in accord with the U.A.E. National Health Agenda goal of reducing childhood obesity by two per cent by 2021.

Obesity among children is a cause of concern in the U.A.E. with recent statistics published by the Department of Health showing fourteen percent of students across the Emirate's schools were overweight, while fifteen percent of them suffered from obesity.

HEALTHY NUTRITION

The Healthy Eating Policy, to be successful, must be actioned within a whole-school context and focus primarily on teaching and learning. This will ensure that actions and approaches developed are holistic and present a consistent message through all aspects of the curriculum.

POLICY GOALS

- To encourage the nutritional and overall well-being of all students in the school.
- To heighten an awareness of the importance of a balanced diet.
- To encourage students to make wise choices about food and nutrition.

- To recognize the dietary needs of all students and aim to ensure that all students' individual and cultural needs are met.
- To support students to develop lifelong healthy eating practices and a positive approach towards food.
- To raise levels of concentration within class due to consumption of healthy food.
- To monitor and review the school's practice and policy and, if necessary, make amendments.

IMPLEMENTATION

- Whole-school context: Dunecrest American School provides a physical and social environment that encourages healthy eating. It ensures that lessons learned in the classroom are transferred into school life and that healthy-eating messages are consistent throughout the school.
- Promote and market healthy eating.
- Opportunities for unhealthy eating choices within the school environment have been removed.
- Survey students to ascertain their preferences regarding food choices.
- Consult with parents through the parents' association.

PARENT SUPPORT

Parents are requested to ensure that snacks provided for their children are 'healthy' in accordance with the philosophy and intent of this policy. Gum, nuts, candy, chips, soft drinks, chocolate, gummy fruit snacks and similar items are not allowed at school. Parents are requested not to send snacks that contain peanuts, peanut butter, or other nuts, as there are children who are allergic to nuts. Dunecrest American School is a nut free environment.

EMERGENCY PROCEDURES

During the first week of school, all teachers must provide orientation on emergency procedures to be taken. All staff and students must know what is expected of them when the alarm goes off. Staff and students should have orientation on where the emergency exits are in the rooms that they will be using.

Dunecrest American School shall have a building evacuation procedure for all personnel. This procedure shall be:

- Reviewed and adjusted at the commencement of each school year.
- Facilitated by clearly signed escape routes throughout the school.
- Practiced at least once each semester of the school year.
- Include a Telephone Tree that provides a mechanism for contacting staff.

SCHOOL EMERGENCY PROCEDURES

The building Principals will have primary responsibility for developing and maintaining an emergency evacuation system. Building evacuation routes will be posted in all classrooms and public areas as needed. There will be an announced drill (evacuation practice) each semester.

IMPORTANT NUMBERS

- Dunecrest American School Main phone line +971 43336996
- Police 999
- Fire 997
- Ambulance 999

CRISIS EVENT

In the event of a crisis the Head of School is the primary coordinator and the schools spokesperson. The Head of School's Office will serve as the control center.

TEACHER EVACUATION PROCEDURES

- Make sure your classroom is empty and the door is closed but unlocked.
- Accompany your students to their assigned areas on the athletic field making sure that students proceed in a quiet and orderly manner.
- Have your class roster in order to account for each student.
- Specialist Teachers should escort classes to their teacher in the designated safe area.
- Once you have your class in the designated area please have students sit.
- Take role.
 - If you can account for all students hold up your green card.
 - If you cannot account for all your students hold up your red card.
- Remain with your students until you are released by an administrator.
- Accompany your students back to your classroom.

FIRE

- If you detect a fire sound the alarm.

- Do not fight the fire yourself.
- Follow the Teacher Evacuation Procedures.

LOCKDOWN

FOLLOW THE INSTRUCTIONS BELOW FOR A LOCKDOWN

- A lockdown will be called by the Head of School or a Principal announcing “THIS IS A LOCKDOWN. LOCKDOWN. LOCKDOWN”.
- When the situation is under control the Head of School will decide either to EVACUATE or return to normal procedures.
- The director or a principal will give the “ALL CLEAR. PLEASE RESUME CLASSES” when the drill is completed.

OUTDOORS

The general procedures for outdoors are to stay low, seek a hiding place and then decide if to stay or to escape.

CLASSES THAT ARE OUTDOORS

Instruct your students to stay low and seek shelter, if you are caught in the open (sport field) instruct students to lie down. Scan the area for danger and if it is safe to do so gather your students and move away from the campus. If you and your students are in danger tell your students to run for shelter.

RECESS AND LUNCH TIME

Hide or escape from the immediate threat.

LOCKDOWN IN A ROOM

IMMEDIATE ACTIONS

- Tell students to take cover in the most hidden space available and remain quiet.
- Turn lights off.
- Bring in students from the immediate area in the corridor.
- Lock the door.

When the lockdown is called over the intercom system all building occupants not in a room should enter the nearest available room.

SUBSEQUENT ACTIONS

- Make sure students are concealed in a safe region in the room.
- Attend to any injured person you may have in your room.
- Make a hand-written attendance list of students currently in the room, note students who are missing.
- Check email for information.
- Remain calm and await further instructions.
- Do not make a call unless it is absolutely necessary.
- Do not allow anyone to leave.

- Do not allow anyone to enter your room.

Students must not use mobile phones during a lockdown.

Do not obey the fire alarm during lockdown.

Students must follow teachers' instructions and must maintain silence.

EARTHQUAKE

- At the first sign of a tremor and you are inside the building have everyone:
 - Drop and take cover under a desk or beside a heavy object like a sofa, desk or wall.
 - Turn away from windows.
 - If you are not near a desk or table, drop to the floor against the interior wall and protect your head and neck with your arms.
 - Extinguish all burners and remove any pots of hot water.
 - Remain in the sheltered position until the shaking subsides.
 - After initial quake and aftershock, evacuate as directed in the Evacuation Procedures.
- At the first sign of a tremor and you are outside the building have everyone:
 - Move to an open space and drop down.
 - If you are in a vehicle stop away from bridges, power lines and buildings.
 - Remain in your vehicle.

BOMB THREAT/EXPLOSION

- If you receive a bomb threat immediately report it to the Head of School.
 - If you receive the call:
 - Be calm;
 - Listen to the caller;
 - Be courteous;
 - Do not interrupt the caller;
 - Keep him/her talking;
 - Obtain as much of the following information as possible:
 - Date the bomb will explode;
 - Time the bomb will explode;
 - Time you received the call;
 - Exact words of the caller;
 - Where is the bomb placed;
 - What kind of bomb it is;
 - What does it look like;
 - Caller's name;
 - Caller's identity; (male/female/adult/juvenile/age/etc.)
 - Accent;
 - Manner; (calm, angry, rational, irrational)
 - Background noise; (office, factory, trains, music, traffic, party, airplane)
 - Additional information.
- If you find a bomb:
 - Do not touch it;
 - Ask all persons to leave the area;
 - Do not use your cell phone;
 - Block entrance to bomb area as best as possible.

THE ENVIRONMENT

Dunecrest American School recognizes its duty towards establishing an ethos that respects the physical environment, both in its own activities and in the education of students and the wider community. It will develop regulations and procedures consistent with the primary purpose of education and learning, which include but are not limited to:

IN DAY TO DAY OPERATIONS

- Minimizing the use of paper and other physical resources, reusing and recycling where appropriate and possible.
- Minimizing the consumption of energy.
- Leading by example.

IN PLANNING AND DEVELOPMENT

- Incorporating respect for the environment and awareness of environmental issues across the curriculum, where possible and appropriate.
- Designing facilities to minimize energy consumption, use environmentally friendly materials, and have neutral or positive impact on their immediate surroundings.

VISAS AND WORK PERMITS

For Professional Staff Members requiring visas and work permits, the documents required for visas and work permits are determined by the issuing authorities. The employee must promptly provide Dunecrest American School with such documents as needed. Once the professional staff member has provided all of the appropriate documents, the school will take the necessary steps to obtain the visa/work permit. The work permit issued to a Dunecrest American School teacher is issued for the sole purpose to work for the school for the duration of their employment. Any additional work must be approved by the Head of School before the start date of the additional work. This includes both work for pay and volunteer work with community organizations.

IT ACCEPTABLE USE POLICY FOR STAFF AND STUDENTS

Internet access is available to students and teachers at Dunecrest American School. Dunecrest American School recognizes the educational value of the vast, diverse, and unique resources which the Internet makes available to both students and teachers. Dunecrest American School's goal in providing this service to teachers and students is to promote educational excellence in the School by facilitating resource sharing, innovation and communication.

STUDENTS AND TEACHERS HAVE ACCESS TO:

- Electronic mail.
- Information and news from educational sites.
- Public domain software and shareware of all types.
- Discussion groups on a plethora of topics ranging from culture, to the environment to music to politics.
- Many university library catalogues, the United States Library of Congress and ERIC (Educational Information Clearing House) and countless other valuable sites.

PURPOSE OF ACCESS TO THE NETWORK

Stakeholders are granted access to the network to support learning through access to information.

PRIVILEGE

Accessing the Internet through school equipment is a privilege, not a right, and inappropriate use may result in cancellation of the privilege. School administrators are delegated the authority to determine appropriate and acceptable use as provided under this rule. Permission to access the Internet through the school network as a tool for learning will be automatic.

MONITORING

Administration reserves the right to review any material on user accounts for purposes of maintaining adequate file server space and monitoring appropriateness of material accessed through the network.

SECURITY

Notify the network manager of any suspected policy breach. No user may utilize another users account for any reason. This includes, but is not limited to, the uploading or creation of computer viruses and the attempt to destroy, harm or modify data of another user.

HARASSMENT

Harassment (Cyber Bullying) when utilizing the Internet may result in the elimination of computer access and other consequences as determined by the administration. Cyber Bullying is defined as the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

INAPPROPRIATE MATERIAL

If inappropriate material is discovered, the staff member or student should inform their supervisor or teacher so the situation can be resolved.

VANDALISM AND / OR ACCIDENTAL DAMAGE

If staff equipment is damaged the individual is responsible for the cost of repair or replacement.

TECHNICAL DAMAGE

In case of technical damage, i.e., damage not caused by the individual, please notify the teacher, supervisor or Principal as soon as possible so repairs can take place. If you need technical support, please notify the IT department as soon as possible so appropriate support can be arranged.

The school is not responsible for files stored solely on the hard drive of the device; files should be transferred to the network/cloud drive at the earliest opportunity. No responsibility from the school will be taken if files that solely exist on the hard drive or on any cloud service are lost or compromised due to mechanical failure, accidental deletion, data theft or computer virus.

Staff should take all reasonable precautions to ensure that the staff device is not damaged, lost or stolen. In the event that the device is stolen off campus, staff will be expected to report the theft to police, obtain a police report, and contact the Business Office.

DISCIPLINARY ACTIONS FOR IMPROPER USE

The act of accessing the Internet through the school's network signifies that the user will abide by the provisions of this rule.

- Inappropriate use by a student leads to loss of privilege, suspension and/or expulsion. This includes Cyber Bullying on a home computer to a student or staff member at the school.
- If digital actions outside of school impact another student or the Dunecrest American School learning environment, the school reserves the right to investigate those actions, and assign consequences for inappropriate use.
- Students must understand that it is their responsibility to:
 - Honor the Acceptable Use Policy and uphold Dunecrest American School values both online, offline, at school and at home.
 - Students must understand that their actions can affect others.
- Students are accountable for reading the Acceptable Use Policy and following the guidelines when using technology. This applies while the student is on or off of the Dunecrest American School campus.
- Inappropriate use by staff will be handled by their supervisor and discipline will be appropriate to the offense. This includes staff use of home technology including social networks.

STUDENT ELECTRONIC DEVICE CODE OF CONDUCT

Students must agree to the following rules when using their own electronic devices at school:

- Follow all teacher directions including when to use the device.
- Access only the information related to the learning task.
- Have your device fully charged at the start of every school day.
- Have the volume of devices muted at the beginning of each lesson.

- Use electronic device functions such as camera, audio and audio recording related to learning tasks only when instructed by the teacher.
- Ensure that your device is password protected.
- Ensure that audio, photographs and video files recorded at school are not uploaded, broadcast or transferred without a teacher's permission.
- Only use your personal device yourself, hence, not loan your device to another student.
- Transport and store your device in a safe and secure manner when not in use, ensuring electronic devices are in a sturdy and robust cover at all times.
- Keep your device locked in your locker at break time and lunch time unless participating in a supervised learning activity.
- Understand that your device may be removed by teachers until the end of the lesson; or for more serious breaches, the device will be held longer.

Students must agree to the following rules when accessing the internet and school network:

- I will log on only with my user name. I will not give permission to anyone else to access my user name. At the end of each session, I will log off to maintain security.
- I will keep my password private.
- While at school or involved in a school-related activity, I will inform the teacher of any involvement with ICT material or activities that might put me or anyone else at risk (e.g. bullying or harassing).
- I will use the Internet, e-mail, social media, mobile phones or any ICT equipment only for positive purposes, not to be mean, rude or offensive, or to bully, harass, or in any way harm anyone in the school community, or the school itself.
- While at school I will: access, attempt to access, download, save and distribute only age-appropriate and relevant material; not attempt to get around or bypass security, monitoring and filtering that is in place at school.
- If I accidentally access inappropriate material I will: not show others; turn off the screen or minimize the window; report the incident to a teacher immediately.
- To ensure my compliance with copyright laws, I will download or copy files such as music, videos, games or programs only with the permission of a teacher or the owner of the original material. If I infringe on Copyright, I understand that I may be personally liable under this law. This includes downloading such files as music, videos, games and programs or using proxy sites to bypass a firewall.
- My privately-owned ICT equipment/devices, such as a laptop, mobile phone, tablet, USB/portable drive I bring to school or use for a school-related activity, are also covered by the User Agreement. Any images or material on such equipment/devices must be appropriate to the school environment.
- I will be mindful of personal safety when I put personal information online. Personal identifying information includes any of the following:
 - My full name;
 - My address;
 - My school name;
 - My email address;
 - My phone numbers;
 - Photos of me and/or people close to me.
- I will seek permission from others before uploading any identifying information or images regarding them.
- I will respect all school ICTs and will treat all ICT equipment/devices with care. This includes:
 - Not intentionally disrupting the smooth running of any school ICT systems.
 - Not attempting to hack or gain unauthorized access to any system.
 - Following all school cyber-safety strategies, and not joining in if other students choose to be irresponsible with ICTs.
 - Reporting any breakages/damage to a staff member.

- I understand the following:
 - The school may monitor traffic and material sent and received using the school's ICT network.
 - The school may use filtering and/or monitoring software to restrict access to certain sites and data, including e-mail.
 - The school may monitor and audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit. Auditing of the above items may include any stored content, and all aspects of their use, including email or other Internet based services.
- If I do not follow cyber-safe practices, the school may inform my parents/legal guardian. In serious cases, the school will take disciplinary action against me. My family may be charged for repair costs. If illegal material or activities are involved or e-crime is suspected, it may be necessary for the school to inform the police and hold securely personal items for potential examination by police. Such actions may occur even if the incident occurs off-site and/or out of school hours.

USE OF THE NETWORK

- Each student, along with a respective parent/guardian, must sign the relevant User Agreement to be granted an account on the network system.
- Students will immediately notify a teacher or the system administrator if they have identified a possible security problem.
- Students will not make deliberate attempts to disrupt or harm the computer system and its hardware or destroy data by spreading computer viruses or by any other means.
- Students will use their personal server storage to store only files that are educational in nature and related to course work.
- Students will use the school resources (printers, cameras, etc...) only for educational and course related purposes.
- Students should expect routine monitoring of computer usage and Internet browsing while logged on to the network.
- Students must request permission from the classroom teacher before printing in their room.

CYBER-BULLYING

Dunecrest American School expressly forbids cyber-bullying. The school will intervene in cases of cyber bullying even if they are committed outside of school, if the school feels that they are affecting the environment of school. For the purposes of this policy, "cyber-bullying" shall mean using the communication capacities of computers, the Internet and/or other digital communication devices to bully others by:

- Sending or posting cruel messages or images.
- Threatening others or excluding or attempting to exclude others from activities or organizations.
- Starting or passing on rumors about others.
- Harassing or intimidating others or sending angry, rude or vulgar messages directed at a person or persons privately or to an online group.
- Sending or posting harmful, untrue or cruel statements about a person to others.
- Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger.
- Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or engaging in tricks to solicit embarrassing information that is then made public.

PLAGIARISM, PIRACY AND COPYRIGHT INFRINGEMENT

- Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- Students will not download or install pirated software, music, video or files that infringe on copyright laws onto computers. Possession of unlicensed or pirated software is illegal.
- Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements.
- If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.

USE OF SCHOOL HARDWARE

- Food or drink will not be near computers and hands will be clean and dry.
- In the event of any damage to school hardware at any time while it is in the student's possession, the student agrees to inform the Technology department so that repairs can be performed.
- Dunecrest American School assumes no responsibility for loss or damage of student owned IT equipment.

CONSEQUENCES

If a student is found using technology inappropriately and/or without permission from their teacher, the teacher has the right to remove it from the student. The teacher will hand in the item/s to the Principal. The Principal will decide on the appropriate course of action. The item/s will be returned to the student by the end of the day. It is the student's responsibility to collect their items at the end of the day. If it has been deemed necessary by the Principal, for serious cases involving electronic devices such as bullying and harassment, sending offensive or inappropriate material or messages or cheating, the School reserves the right to search a device. The device will be taken from the student and parents will be notified of the procedure.

Unsupervised laptops and other hardware will be taken to the appropriate school office, and parents will be informed.

If a student is found to have violated this Policy, the consequences will be, but not limited to, restrictions being placed on their network account. Disciplinary action within the school will be at the discretion of the Head of School.

If network or computer access is removed, students are still responsible for completing all required assignments.

According to the school discipline policy, consequences of inappropriate use of technology will be one of the following depending upon the severity of the infraction and previous infraction incidents:

- Counselling and parent notification.
- Limiting of computer access, and parent notification.
- Severe limitation of computer access, possibly including total restriction from computer use, and parent notification.
- Suspension or expulsion.

SOCIAL MEDIA

Dunecrest American School recognizes the rights of students, faculty, staff, and employees who want to participate in online communication and social media activity. Our guidelines have been designed to create an atmosphere of safety, good will, honesty, and individual accountability. School students, faculty, and staff should be aware that online information created, shared, and retrieved by them is a reflection on the School community and is subject to the policies of School. When accessing, creating, or contributing to any online forums, blogs, social media sites, wikis, podcasts, or other social media for classroom or personal use, we expect you to keep these guidelines in mind. Failure to meet or follow these guidelines may result in disciplinary action.

STAFF

- Use your school email address assigned to you for all work-related online communications and account creations, including emails.
- Create and use separate email accounts for personal and professional online communication and social media accounts.
- If you have created professional online or social media accounts with your personal email address, you should immediately change those accounts to link to your professional email address.
- All professional online communications and social media accounts should be thought of as extensions of the classroom or school organization that you are representing.
- Utilize privacy settings to ensure that online communications occur only with your intended audience. The School suggests that professional media sites should be private.
- Never post personally identifiable pupil information of any nature without confirming with administration that there is a signed release form for that student on file.
- Advise users of your professional social media accounts that they are not allowed to post photos of other students. If this occurs, immediately take it down, notify the poster why it was taken down and document the violation. Make it expressly clear that students and parents who participate on your site are prohibited by school from posting photographs and personally identifiable information on professional sites.
- Do not comment or post on students' social media accounts with your personal accounts.
- The School urges you to exercise professional judgement and caution when personally interacting online, including with social media accounts, as well as message boards.
- Do not "tag" pictures, videos or posts of School employees, administrators, parents, volunteers, contractors or vendors without their express permission.
- Never post student information or comments regarding the School on your personal media sites or in online forums.
- These guidelines are in effect year round, despite school breaks or vacations.

STUDENTS

We expect students to utilize high ethical standards in their use of online communications. Students must use social media responsibly and be accountable for their actions. If you notice an item of concern regarding a student's social media or online activity, contact an administrator at School as soon as possible.

- Students must follow the School Code of Conduct and conduct themselves online as they do in school and at school events.
- The School reserves the right to request that School related images or content posted without permission be removed from the internet.
- Cyber-bullying is considered an act of harassment. The School will not tolerate such acts.
- Never misrepresent others by using their identity.

- Online communications and social media sites are public and information can be shared without your permission. Be aware of privacy settings and conscious that online actions can have long-lasting impressions and be visible to a global audience, despite your intentions.
- Do not post anything in online communications or on social media sites that you wouldn't want School professionals, parents, strangers or future employers to see.
- Be respectful in online communications. Avoid profanity, obscene or threatening language.
- Keep your passwords for online accounts and social media private and do not share with other individuals. If someone gains access to your online accounts because you have shared your password access, you may be held accountable for what they post.
- The use of School logos, images, materials and links to your personal online accounts is not allowed. If you wish to create an account for a student-related School event or group, you must attain the express permission of the Head of School.
- There should be no expectation of privacy when posting publicly online.

Dunecrest American School is dedicated to not only a premier quality of education and the rigorous safety of our students, but also the preservation of our outstanding reputation as a School. As such, the standards for appropriate online communication and social media interactions for School are high and designed with the highest standards in mind. The School respects the right of students, employees, alumni, other members of our community and the public to utilize and be active within online communications and social media sites, but we insist that the following standards be met by all users who participate in School related online communications and social media sites.

Comments to online School related sites or accounts, such as websites via blogs, online forums, or social media sites, are welcome and encouraged, as we value the interaction and feedback of our community. To promote respectful discourse within these forums, we request that you be courteous, productive and avoid comments that are profane, obscene, offensive, sexually explicit, inappropriate, inflammatory or otherwise objectionable. Since online communications can foster debate of an issue, users are asked to engage in such exchanges with respect for others' opinions.

For the privacy of users and their families, please assume that postings to School related sites will be publicly available on the internet and therefore publicly accessible without limitation or protection of any kind. Please consider how much personal information to share, with the understanding that this information may be linked to your name and published on the internet.

By posting a comment or other material to School related sites as outlined above, users give the School the irrevocable right and license to exercise all copyright, publicity, and moral rights with respect to any content you provide, which includes using your submission for any purpose in any form and on any media, including but not limited to: displaying, modifying, reproducing, distributing, creating other works from, and publishing your comments. The School reserves the right to review all comments before they are posted, and to edit them as they see fit to preserve safety, foster communication and protect the safeguards of other users.

Dunecrest American School also reserves the right to reject or remove comments for any reason, including but not limited to our belief that the comment violates our online communication policies. Any comments that fail to follow this policy in any way or are otherwise irrelevant will be removed.

The School reserves the right to amend this policy to address issues that may arise and changes in our operations or the law.

In posting material, comments or other items on School related sites, you agree not to post comments or materials that School determines to be threatening, harassing, illegal, obscene, defamatory, slanderous, or hostile towards any individual or entity.

Dunecrest American School reserves the right to take any or all of the following actions:

- Ban future posts from people who repeatedly violate our online communication policy.
- Enforce above noted bans by refusing posts from specific email addresses or IP addresses.

POSTING GUIDELINES

PLEASE DO NOT

- Post phone numbers, email addresses or other confidential information of students, faculty, or any other person other than yourself.
- Post material or comments that infringes on the rights of the School or any individual or entity, including privacy, intellectual property or publication rights.
- Post material or comments that promotes or advertises a commercial product or solicits business or membership or financial or other support in any business, group or organization except those which are officially sponsored by the School.
- Post chain-letters, post the same comment multiple times, or otherwise distribute “spam” via the School related site.
- Allow any other individual or entity to use your identification for posting or viewing comments.
- Post comments under multiple names or using another person’s name.

All official School social media pages, online sites or social media accounts, must be approved by the Head of School and should adhere to the following standards:

- Logos, graphics, photos and links used on the sites must be consistent with the branding standards and usage guidelines of Dunecrest American School.
- Online forums, pages or accounts that accept comments or postings by anyone other than the site administrator must be diligently monitored to ensure that information displayed fits within school guidelines and policies and is appropriate to the subject matter of the page.
- All online communications and social media accounts created regarding Dunecrest American School must supply school administration with the username and password to the account, as well as administrative privileges to the site, account or page.

WEBSITE

It is the commitment of Dunecrest American School to maintain a permanent, constantly updated website to include all facets of the school operation. In addition to the basic features, the website will include the following:

- An interactive segment that will present the activities schedules, the major events during the school year, and school life in general.

Dunecrest American School administrators and faculty members are welcome to submit material to be posted online. The following procedures are for submission of material:

- Submit all material to the Head of School or his/her designee for approval.
- Material will be subsequently presented to the appointed Web-Master.
- All material must be submitted in a proper format. No hard copies will be accepted.
- Photographs and artwork will be of an acceptable format and resolution.

Policy 4.120

WEAPONS ON CAMPUS

No weapons (or items that look like weapons) may be brought to school, nor may they be present on school buses or at off-campus school-sponsored activities.

If it is determined after investigation by the administration that a student was in possession of a weapon, the student will receive a discipline consequence that could include expulsion from school.

Policy 4.130

LOCKERS

All secondary students are assigned a locker at the commencement of the school year. It is the responsibility of the student to ensure that:

- The locker is secured at all times with a lock.
- Combinations must not be shared with other students.
- Lockers are kept neat and tidy at all times.
- No food or drink items are left in lockers overnight.
- Students should report any damage to the school Principal.

STAFFING PHILOSOPHY AND GOALS

Dunecrest American School recognizes that a dynamic and efficient staff dedicated to education is necessary to maintain a constant improvement in a School's educational program. Dunecrest American School is interested in its staff members as individuals and it recognizes its responsibility for promoting their general welfare.

Dunecrest American School is committed to providing a highly competent, well-trained staff, able to fit each discipline and area of responsibility into a balanced, well-run school program.

Dunecrest American School's specific personnel service goals are to:

- Recruit, select, and employ the best qualified personnel available to staff the school.
- Develop a quality of human relationships conducive to high levels of staff performance and satisfaction.
- Deploy available staff in such a way as to use them as effectively as possible to achieve the school's objectives and goals.
- Manage the development and updating of job descriptions by appropriate administrators.
- Oversee an employee evaluation program that contributes to the improvement of staff performance and professional development.
- Administer contracts and personnel policies with the goal of promoting positive relationships between administration and staff.

Duties of school employees shall be outlined by the Head of School and approved by Esol Education, and arrangements shall be made for regular evaluation of all staff. Esol Education's specific goals for the Head of School are:

- To recruit, select and hire the best qualified personnel to staff the school.
- To provide funds (within budgetary limits and priorities) and opportunities for staff development training programs for all employees, which will improve performance and enhance retention and promotion.
- To conduct evaluation programs that will contribute to the improvement of staff performance.
- To develop the quality of human relationships necessary to obtain maximum staff performance and satisfaction.
- To use staff talent as effectively and economically as possible, for the benefit of the total school program.

Dunecrest American School considers the teacher to be the most essential person to the learning and success of the students in the school. The required minimum qualifications for all professional staff members at Dunecrest American School are:

- A bachelor's degree from an accredited recognized university.
- A valid teaching credential, or in the case of counselors, librarians, and administrators, a valid counseling, librarian, or administrator credential, respectively, from a state of the United States or a province of Canada, or the equivalent of the required credential.
- Strong preference is given to professional candidates with three or more years of professional experience. Preference is also given to professional candidates with a demonstrated record of professional development activity and advanced degrees.

Policy 5.020

EQUAL OPPORTUNITY EMPLOYMENT

Dunecrest American School does not discriminate on the basis of race, color, creed, religion, sex, age, or national origin.

Opportunity for employment, as well as continuation and advancement in employment, shall be afforded equally under the directives and policies of the Esol Education Senior Executive Board as well as the policies of the Ministry of Education and/or Labor of the U.A.E.

TEACHER RIGHTS AND RESPONSIBILITIES

The effectiveness of the educational program is determined by the degree to which the teacher discerns and ministers to the needs, interests and abilities of the students. Dunecrest American School considers the teacher the key personality contributing to the success of the students in the school. Only a mentally, physically, socially and emotionally healthy and mature individual can function with maximum effectiveness.

Teachers must consider teaching their primary job, to which, their allegiance and energy are due. The continued growth and progress of the school depends on the wholehearted zeal of the staff, both teaching and non-teaching members, in working together. Teachers are encouraged to participate in community activities, so long as they do not accept community responsibilities that interfere with their regular schoolwork.

As members of a profession, teachers should realize there might be occasions, beyond the normal school day, when their services will be needed for various educational activities. They will be expected, therefore, to participate when called upon in such meetings, staff development activities as curriculum improvement, study programs, school community projects and extracurricular activities. In addition, the administration and each individual teacher will ensure that students are supervised at all times. Teachers are also expected to fulfill their obligations according to the instructions issued by the Head of School. Since the Head of School is the recognized professional leader of the School, it is with him/her that teachers should discuss their organizational, administrative and instructional problems. Teachers should likewise encourage parents/guardians to discuss with them matters pertaining to the individual classroom situation prior to conferring with the Head of School. It is the desire of Dunecrest American School that all matters be discussed, and problems solved by those immediately concerned and are taken to higher authority only when adequate satisfaction cannot be obtained otherwise.

All personnel have an obligation to keep complete and accurate records along with reports and to submit them promptly when due.

As teaching professionals, our goal is to provide students with positive, meaningful learning experiences. The following description describes the attributes and responsibilities of all professional staff members at Dunecrest American School. It should be used as a guide for self-evaluation and reflection on one's teaching and other professional activities.

TEACHER INSTRUCTION

- Demonstrate deep knowledge of subject matter.
- Utilize a variety of teaching strategies.
- Use media other than textbooks to enhance presentations.
- Provide learning opportunities that are challenging to students.
- Respond positively to student ideas and opinions.
- Show attentiveness to student needs.
- Transmit personal knowledge of subject matter into meaningful relevant experiences for the learner.
- Present subject materials and ideas at the instructional level of the class.
- Incorporate problem-solving techniques in instruction.
- Employ instructional techniques effectively.
- Check for understanding.
- Provide corrective feedback.

- Provide time for individualized help.
- Bring lesson to a conclusion.

PLANNING AND ORGANIZING

- Refer to students by name.
- Have clear, complete lesson plans.
- Maintain grade books that are neat, easily understood by evaluator, and reflect adequate grades to assess student performance.
- Prepare supplemental materials prior to class.
- Keep all groups and individuals on assigned tasks.
- Demonstrate flexibility in planning, organization, and implementing instructional activities.

CLASSROOM MATERIALS AND TESTS

- Prepare materials that are neat and legible.
- Prepare materials that display correct grammar and spelling.
- Use appropriate test material.
- Show relationship of test to course of study objectives.
- Use both objective and essay tests.

QUESTIONS/COMMUNICATIONS

- Present questions that prompt a variety of responses at different levels of learning including recall, comprehension, and evaluative thinking.
- Allow appropriate wait time.
- Give explanations that are clear, concise and are geared to the students' level of understanding.
- Demonstrate communication skills that include proper grammar, varying voice projection, and the use of non-verbal reinforcement.
- Use introductory techniques that help students recall previous lesson and stimulate their interest in the lesson.
- Introduce vocabulary and difficult concepts prior to assigning a new lesson.
- Use follow-up and summarizing techniques to reinforce the objective of the lesson.

SECURING STUDENT PARTICIPATION

- Positively reinforce student responses.
- Encourage students to ask as well as answer questions.
- Encourage students to present information independently.
- Encourage students to work in small groups in problem solving.
- Encourage students to be aware of assignments and be involved in the lesson.
- Display enthusiasm and interest for the student.
- Use a variety of motivating techniques and demonstrates an enthusiasm for the subject.
- Communicate assignments, directions, and concepts clearly.
- Involve all members of the class.

CLASSROOM ATMOSPHERE AND MANAGEMENT

- Maintain an academic atmosphere that is conducive to learning.
- Demonstrate a good rapport between students and teacher.
- Show evidence of teacher control of classroom activity.
- Display a consistent level of expectation of student behavior.

- Treat all students fairly and consistently.
- Display the ability to work with students of different learning styles.
- Display student work.
- Keep a physical environment that is inviting, clean, and free of clutter.
- Insist that students respect books, furniture, school and personal property.
- Promote students' tolerance of others and encourage respect for their individual differences.
- Exhibit effective use of bulletin boards and classroom displays.
- Post classroom and school rules and explain appropriate consequences.

INTERPERSONAL RELATIONSHIPS

- Assist other staff members by assuming a proportionate share of non-classroom duties.
- Assist in cooperative staff planning for effective programming in the building.
- Cooperate in the sharing of equipment, supplies, facilities, etc.
- Work cooperatively with other school personnel.
- Deal courteously with others involved in school affairs.
- Maintain positive relations with students and staff members.
- Support school regulations and policies.

PROFESSIONAL PRACTICES

- Maintain the confidentiality of student records.
- Show evidence of professional growth.
- Attend faculty and department meetings, and school functions.
- Serve on school committees.
- Keep current in knowledge of subject matter and educational research.
- Utilize school support staff when appropriate to meet the needs of students.
- Accept suggestions for improvement.
- Handle responsibility of communicating schedule changes, field trips, etc., to appropriate staff.
- Provide adequate/appropriate materials for substitute teachers.
- Maintain proper records, including attendance and grade books.
- Self-evaluate lessons and teaching techniques.
- Exhibit a willingness to participate in school activities.
- Communicate professionally with colleagues concerning mutual students.
- Communicate goals and expectations to parents.
- Communicate concerns regarding students with parents when necessary.
- Arrive on time and leave school appropriate to job assignments.

CLASSROOM DISCIPLINE

Look upon discipline as a means of developing student self-control and realize that it is an essential part of every good learning situation. Classroom discipline is essentially the teacher's responsibility and only cases of a serious emergency are to be referred immediately to the office. The teacher is expected to have tried several approaches to solve routine discipline problems prior to referring the student to the office. At a very minimum, parent contact, isolation, and a detention with the teacher must have been tried. Good teachers recognize their responsibility as members of the school staff and exert their influence for developing self-control with all students in all parts of the school, as opportunities present themselves to do so. The following are some principles leading to successful classroom discipline and control:

- Be prepared for class. Ten seconds of idle time can develop into 10 minutes of problems.
- Make your assignments reasonable and clear.
- Be a good and neat dresser and be friendly.

- Be prepared for the unexpected.
- Keep rules to a minimum.
- Be consistent every day.
- It is never appropriate to punish a whole class for the actions of a few.
- Never say anything to a student in front of a class that you would not say in the presence of your Head of School.
- Never humiliate a student in front of others.
- Students have plenty of friends. Don't be a "friend" be a teacher.
- Don't be afraid to apologize.
- Use the telephone. Let the parents work with you.
- Never argue with a student in front class.
- Be enthusiastic, it's contagious.
- Do not scream. Increasing sound volume does nothing but make noise.
- Know your students' hobbies, interests, problems, friends, etc.; show a sincere interest in these things.
- Keep Leadership Team members informed when dealing with problem students.

EDUCATIONAL COMMITMENT AND TEACHER CODE OF ETHICS

EDUCATIONAL COMMITMENT

Dunecrest American School administrators and teachers are committed to the highest standards of the teaching profession and mutually support each other in meeting the needs of the students and school community. We value open communications and consistency by all members of the Dunecrest American School community to promote quality learning experiences. Dunecrest American School teachers, parents and administrators work together as a functional team to provide educational excellence within their school communities.

PROFESSIONAL APPEARANCE

All Dunecrest American School professional staff members will maintain a high level of professional appearance. Men are encouraged to wear ties and are required to wear a buttoned shirt or a polo shirt with slacks. No jeans of any color, t-shirts, or similar apparel are permitted. Women are expected to dress appropriately in dresses, skirts, dress pants, blouses, and dress shirts. No jeans of any color, revealing or tight-fitting garments, or t-shirts are permitted.

TEACHER CODE OF ETHICS

The primary responsibility of a teacher is to those whom they teach. In meeting those responsibilities to the learner, the teacher will:

- Teach in a manner that respects the dignity and rights of all persons without prejudice.
- Recognize that each learner is a unique individual and what is required for their learning may vary.
- Base their professional practice on continuous professional learning.
- Not intentionally expose students to embarrassment or disparagement.

Teachers recognize that they work in collaboration with the parents of their students. They also understand professional decisions must be based on what is judged to be in the best interest of their students. Teachers will strive to:

- Make every effort to encourage parents to involve themselves actively in the education and welfare of their children.
- Recognize the right of a parent to be consulted about any matter that concerns the future development of their child.
- Establish and maintain open, honest and respectful relationships with parents of their students.

Teachers are vested by their communities with trust and responsibility, together with the expectation that they will help prepare students to become contributing members of society. To this end teachers will:

- Teach and model those positive values we describe as our Pillars which are widely accepted in society and encourage learners to apply them and appreciate their significance.

Teachers have voluntarily accepted to become members of Dunecrest American School and as such will meet the conditions of the contract to which they agreed. Teachers will:

- Fulfill all contractual obligations to Dunecrest American School unless released by mutual consent.

- Respect the staff, fellow teachers and leadership of Dunecrest American School and strive to be a positive and successful team member of our school.
- Act in the community in a manner that enhances the prestige of the teaching profession and reflects positively on Dunecrest American School.

Teachers shall make their best efforts to maintain Dunecrest American School professional standards and promote a climate that encourages the exercise of professional judgment and trust among colleagues. Teachers shall:

- Recognize the obligation to improve their effectiveness as a teacher in every way.
- Respond unselfishly to colleagues seeking professional assistance.
- Respect the professional standing of their colleagues and maintain the highest standards of professional courtesy with them.
- Not undermine the confidence of students in their colleagues.
- Utilize proper channels to raise concerns or questions regarding school policies or procedures.
- Act in a manner that is consistent with the honor and dignity of the teaching profession.

STAFFING COMPLAINTS AND GRIEVANCES

Staff members of Dunecrest American School affected by decisions or treatment they regard as unfair have a right to appeal. In such cases, the staff member should appeal the decision or treatment in writing to the appropriate school administrator, who shall provide a written response within five school days from the date of his/her receipt of the staff member's written appeal.

If the staff member believes that the administrator has not addressed the situation adequately, the staff member may appeal further in writing to the Head of School within five school days from the date of his/her receipt of the written response from the school administrator. The Head of School shall provide a written response to the Professional Staff member within five school days of his/her receipt of the staff member's written appeal. If the staff member believes that the Head of School has not addressed the situation adequately, the staff member may appeal further in writing to the Esol Education Senior Executive Board within five days of his/her receipt of the written response from the Head of School. After investigating all the facts and circumstances relevant to the staff member's grievance, the Esol Education Senior Executive Board will provide a written response to the staff member. The decision of the Esol Education Senior Executive Board will be final and binding upon all parties.

PROFESSIONAL STAFF RECRUITMENT AND SELECTION

Esol Education has established the following procedure for determination of Dunecrest American School staffing needs for the following school year. The procedure is intended to ensure adequate and suitable staffing of Dunecrest American School, and to make Dunecrest American School's staffing plan as accurate as possible. Through this procedure, Dunecrest American School will work directly with an Esol Education Board Member to arrive at an Initial Staffing Plan for the following school year by December 10.

By November 1, Esol Education will agree with the Head of School on the projected enrolment figures for the following school year at each of the Early Childhood, Elementary, Middle, and High School levels.

By November 20, the Head of School will provide Esol Education with a preliminary staffing plan, based on the student enrolment projections provided by Esol Education. The Head of School will also submit a complete copy of the school's current schedule of classes for all grade levels, including schedules of use of classrooms, science and computer labs, and teacher assignments.

Between November 20 and December 10, Esol Education will review the preliminary staffing plan and, in consultation with the Head of School, develop it into the School's Initial Staffing Plan for the following school year.

By December 1, the Head of School will have received binding responses from all of the school's current teachers who have been invited to return for the following year about whether they will return.

Between December 10 and December 15, the Head of School will develop and submit the school's updated Staffing Plan, including a complete list of returning and non-returning teachers, and a list of teaching vacancies for the following school year.

Dunecrest American School will begin recruiting teachers based on the staffing plan and vacancies lists generated through this process. The Staffing Plan and vacancies list may be modified between December 20 and September of the following year based on new information. For vacancies that are certainties, the Head of School may hire teachers for the following school year before finalization of the Staffing Plan.

For all Principal, Assistant Principal and Head of School positions, Esol Education will make the final hiring and placement decision in consultation with the Head of School.

The Head of School is responsible for selecting appropriately qualified individuals to fill the professional staff positions so established. The Head of School shall establish recruitment and selection procedures to maintain an exemplary professional staff to carry out the program of instruction.

The Head of School is authorized to recruit the qualified staff in a manner that he/she deems most effective in recruiting high-quality professionals. This may include recruiting trips to the United States and/or other sites.

Minimum educational qualification for employment as a teacher at Esol Education Schools shall be a Bachelors' degree from an accredited university; however, preference will normally be given to those holding a Masters' degree or beyond.

Preference will be given to teaching applicants who hold an official valid teaching certificate issued by the official education accrediting authority of a state or country for the subject and/or grade, which the teacher

is applying. Once hired the teaching certificate will be periodically renewed as required by the issuing authority educator certification program.

Only the Superintendent, his authorized representative, the Associate Superintendent or the Head of School may sign an employment contract on behalf of the School.

EVALUATIONS OF PROFESSIONAL STAFF

Dunecrest American School recognizes that the teaching process and the administration thereof is an extremely complex one, and that the appraisal of this process is a difficult technical function. Dunecrest American School believes that good teaching is the most important element in a sound educational program and teacher appraisal must be done as one means of ensuring the quality control of instruction.

Esol Education delegates to the Head of School responsibility for developing and implementing a continuing school program for evaluating the instructional process, which shall consider the following guidelines:

- Evaluation should be based on the total performance and effectiveness of the teacher. It must include, but should not be limited only to, classroom observations.
- All those being evaluated should be aware of the instrument being used. There should be no changes to the instrument once the academic year begins.
- At least one written evaluation will be made each year for teacher employment. Each completed evaluation should be reviewed with the teacher and evaluator and each written evaluation should become part of the teacher's personnel file.
- The evaluation should be a positive process, which enables the teacher to become more aware of his/her strengths and weaknesses. He/She should be assisted in capitalizing on his/her strengths and eliminating or overcoming his/her weaknesses.
- Findings of the evaluation should be considered in the assignment of teaching duties.

EXPECTATIONS FOR PROFESSIONAL STAFF MEMBERS

- Provide planned instruction to students and daily monitoring of performance, including providing corrective feedback throughout the learning process.
- Show knowledge and understanding of students and demonstrate skills in the subject areas taught.
- Show written evidence of preparation for classes through quality lesson plans.
- Assess student achievement levels and provide instruction accordingly.
- Develop long and short-range plans for instruction.
- Vary instructional techniques and instructional materials to suit the learning styles, motivational levels, needs and capabilities of the students.
- Develop and implement a classroom management scheme that emphasizes an excellent classroom learning environment.
- Maintain control in the classroom and apply disciplinary measures in accordance with administrative policies and regulations.
- Help in upholding and enforcing school rules and administrative regulations inside and outside the classroom.
- Test and evaluate students, record grades, check and register attendance, send deficiency reports to parents and enter grades on report cards as specified by the Principal.
- Take all necessary safety and precautionary measures to protect students, equipment, materials and facilities.
- Consult with the Counselor and/or Principal regarding individual student problems.
- Keep accurate and complete records for all parent conferences, student conferences, behavior/discipline incidents, extra student assistance, etc.
- Supervise students out of the classroom as assigned by the Principal.
- Be available to parents and students before and after school hours and during planning times by appointment.

- Maintain professional relationships with colleagues, students and parents; safeguard privileged information about students, faculty and administration.
- Be responsible for receiving and maintaining textbooks, study materials, teaching supplies and classroom equipment and maintain records of texts and other materials checked out to students.
- Attend and participate in all faculty meetings and general student assemblies.
- Participate with in-service programs.
- Accept responsibility for extra-curricular activities as assigned by the administration.
- Cooperate with fellow staff members in sharing and exchanging instructional methods and approaches in the classroom.
- Take an active part in selecting texts, equipment and other instructional materials.
- Be loyal to the school and endeavor to contribute to its good image.
- Be a good role model to youth.
- Be sensitive to the local culture.

CAPABILITY PROCEDURE

The Teacher contract sets out the duties of a teacher at Dunecrest American School. The capability procedure specifically deals with teachers who fail to meet expectations of their contract related to their teaching requirements.

The purpose of this procedure is to support and assist teaching staff who are failing to reach a satisfactory level of performance. The goal is to attempt to resolve matters at an informal stage through various levels of support. If informal action fails to resolve the problem, the formal procedure should be engaged.

This procedure does not apply to under-performance attributable to misconduct as set out in the contract.

PRINCIPLES

The procedure is designed to establish the facts quickly and to deal consistently with unsatisfactory performance. However, there may be occasions when the school considers it appropriate to change or omit parts of the procedure.

In very serious cases of unsatisfactory performance, where it is deemed that the education of students is in jeopardy, the procedure may start at Stage Two. At every stage the teacher will have the opportunity to state their case.

STAGE ONE

A teacher will be identified as under-performing as the result of lesson observations and/or review of other aspects of their role. The Head of School will be notified. Underperformance is mainly related to their role as a classroom teacher and evidence for underperformance will result from lesson observations by direct line managers and the reference to assessed work and other evidence that is collected as part of the appraisal process.

The Head of School/Principal will arrange an informal discussion with the teacher. At this meeting the Head of School/Principal will:

- Explain to the teacher the areas in which their performance is unsatisfactory.
- Ensure that the teacher is aware of the level of performance required in relation to each element of their duties about which there is a concern.
- Give the teacher the opportunity to explain their performance and any factors that may be relevant.

- Set a reasonable time frame within which improvement is expected and will arrange a further meeting at the end of this time to review the situation.
- Inform the teacher of the decisions that might be made at the end of the review period i.e. no further action where the teacher's performance is now satisfactory or a move into the second stage of the procedure.

At this meeting and at any further meetings convened to discuss the issue, discussion will take place to establish the best means of eliminating the grounds for underperformance. The discussion will consider in particular, whether the teacher requires support and, if this is the case, appropriate support should be identified and agreed. If no such agreement can be reached, the Head of School/Principal will decide what measures shall be introduced to help overcome the problem.

The measures available could include:

- Training;
- Advice and support from within the school and, if appropriate, from external expert advisers;
- Supportive, closer supervision for a limited period;
- The support of a mentor.

The content and outcome of the meeting will be confirmed by the Head of School/Principal in writing to the teacher, including the improvement required, any additional support or training that will be provided, any other agreed actions and the timescales for improvement and review.

STAGE TWO

If there is continued unsatisfactory performance or where the unsatisfactory performance is sufficiently serious to warrant formal action, the teacher will be invited to a formal meeting with the Head of School/Principal.

The Head of School/Principal will set out:

- What aspects of the teacher's performance will be assessed and by whom, identifying the timetable for improvement;
- The help that will be given to the teacher, considering any proposals they might put forward;
- To agree a date for the next evaluation meeting under the procedure;
- That continued failure to meet the required standards may lead to a final written warning and ultimately dismissal.

If there is continued unsatisfactory performance or where the unsatisfactory performance is sufficiently serious and no or few improvements have been identified. If, following review of the case as a whole, the Head of School/Principal considers that there has been insufficient improvement, a further formal meeting will be convened with the teacher. The teacher will be informed at this meeting that the Head of School/Principal may take the decision to either dismiss the teacher on the grounds of capability or allow further time for improvement and the maintenance of any improvement. The option of giving further time for improvement will only be considered if there is evidence to persuade the Head of School/Principal that further time is likely to lead to the required improvement in performance. In the event of dismissal, this will normally be with immediate effect.

CLASSIFICATION OF PROFESSIONAL STAFF

The instructional staff of Dunecrest American School shall be classified in the following three categories:

- Locally Hired Professional Staff: teachers who reside in and are citizens of the host country, and who have the appropriate training and/or experience to teach at Dunecrest American School.
- Locally Hired Expatriate Professional Staff: teachers whose citizenship is not from the host country but who reside in the host country and whose training and/or experience is appropriate to teach at Dunecrest American School.
- Foreign Recruited Professional Staff: teachers whose skills, training and experience are required to implement the curriculum and programs at Dunecrest American School and who are brought to or reside in the host country for the sole purpose of teaching at Dunecrest American School.

Policy 5.090

TEACHER ASSIGNMENTS

The Head of School shall make all assignments of personnel in the best interest of the school. The staff is required to be flexible in performing their teaching duties. They are, therefore, expected to fulfill all reasonable requests to conduct, lead, supervise, or otherwise participate in professional school related activities.

When possible, teachers should be informed of the general nature of their anticipated teaching assignment and extracurricular activities at the same time of the offering of a contract of employment. All assignments should consider, as much as possible, the major and minor areas of training the teacher has previously experienced.

Changes in assignment may occur from time to time because of changes in staffing, enrollment, curriculum, or for other reasons.

PROFESSIONAL STAFF TERMINATION OF EMPLOYMENT

The Head of School is authorized to take all such action regarding employment of the school's employees, which is not the prerogative of the Esol Education Senior Executive Board nor precluded by law or Policy. This power includes, but is not limited to, the following actions:

- To request the resignation of an employee;
- To act upon the resignation of an employee;
- To discipline an employee;
- To suspend an employee prior to taking final action;
- To reduce the number of employees;
- To terminate the contract of an employee;
- To decide not to renew the contract of an employee.

The school may terminate the contract of overseas hire personnel for any of the reasons stated in their contract of employment. The Head of School may also suspend a professional staff member whenever he/she determines that the best interests of the school are not being served by the employee. Decisions for dismissal, termination or suspension will be made only after careful consideration and discussion with administrators and the concerned staff member. He/She will inform the Esol Education Senior Executive Board immediately.

RESIGNATION

The Head of School may accept and request resignations and shall inform the Esol Education Senior Executive Board.

In case of emergency (e.g. health, economics, personal or family problems), an employee may request that his/her contract be terminated, subject to the approval of the Head of School, and in compliance with the termination clause in the contract.

REDUCTION IN NUMBER OF EMPLOYEES

If it should become necessary to reduce the number of employees (e.g. teachers in a given subject area, grade or program or to eliminate or consolidate positions or programs), the decision for retention or dismissal shall be made on an individual basis, depending primarily upon the overall effectiveness of the employee in conjunction with the needs of the school.

The following factors shall be considered when assessing the needs of the school:

- Curricular needs;
- Projected student enrollment;
- Positions of extra duty to be filled;
- Extra-curricular activities to be supervised;
- Safety of students, employees and facilities;
- Overall effectiveness meaning the demonstrated ability and willingness to fill the needs of the school.

TERMINATION FOR CAUSE

Notwithstanding any other provision in this policy or contract to the contrary, the contract may be terminated by either party for a “compelling reason.”

Compelling reasons for immediate dismissal shall include, without limitation:

- Gross misconduct and/or willful violation of any school policy;
- Negligence or any careless action that endangers the life or safety of another person including staff and/or students;
- Being intoxicated or under the influence of any controlled substance while at work;
- Engaging in criminal conduct, or acts of violence, or making threats of violence toward anyone at school;
- Insubordination or refusal to follow reasonable instructions issued by the administration pertaining to work;
- Theft of school property or the property of fellow teachers, school employees or students;
- Dishonesty, willful falsification or misrepresentation pertaining to work on applications for employment or other work records;
- Immoral and/or illegal conduct or indecency vis-à-vis fellow teachers or students.

DISCIPLINARY MEASURES

The Head of School may exercise disciplinary measures in addition to termination and suspension, such as (but not limited to) verbal or written reprimands or temporary pay deductions for unauthorized absences. Normally, an employee would be informed in advance of any impending disciplinary measures.

Policy 5.110

TUTORING

Professional responsibility requires that instructors make themselves available during the school day for student conferences and extra help outside the regular class periods for the subjects taught. No remuneration may be accepted for such extra help during the regular school day during the hours of 7:30 am to 4 pm.

Teachers or counselors may recommend to parents, through the Principal, that a student receive tutorial assistance outside school hours. Such tutorial assistance and fees are the responsibility of the parents.

Dunecrest American School teachers may not engage in tutoring for a fee with any Dunecrest American School student without the permission of the Principal and Head of School. All money for tutoring must be processed through the School Business Office. No teacher may tutor their own students for a fee.

STAFF DEVELOPMENT

Dunecrest American School encourages its professional staff members to participate in staff development opportunities, including graduate level education courses, subject specific workshops, and IB training workshops. Dunecrest American School provides financial support (3000 AED/year) for professional development opportunities of its professional staff members, according to the policies of the School.

To receive financial support under this policy for a professional development program, the teacher must obtain the prior approval of the Head of School. Such approval will require:

- That the program is directly related to what the teacher teaches or will teach;
- That the professional staff member has made a contractual commitment to return to the school for the following school year. If the professional staff member has not made a contractual commitment to return to the School for the following school year, he/she may still use the professional development allowance provided that the professional development course, workshop, or program will be completed by February 1.

Professional staff members may carry forward their unutilized professional development allowance for one school year, subject to the other requirements of this policy.

If a current teacher refers a new hire to Dunecrest American School and the School hires the referred teacher an AED 1,000 addition will be added to the referring teacher's professional development account.

The Head of School is responsible for planning and coordinating a professional staff orientation program to take place before the beginning of each school year. The orientation program will be designed to help familiarize new professional staff members with the school and its host country. All new professional staff members are required to participate in the orientation program. Returning professional staff members are required to participate in the latter portion of the orientation program.

Dunecrest American School recognizes the importance of all teachers to keep up to date with current global research and trends in teaching and learning, and to seek continual improvement in their teaching and leadership practices.

Dunecrest American School recognizes that professional development may take a variety of forms to include externally provided courses and programs; educational conferences and training; targeted classroom observations; visits to other schools and internal professional growth activities designed to meet the needs of staff, students, and the school.

Dunecrest American School supports opportunities for educators to develop knowledge and skills related to personal development, teaching and learning, school-wide initiatives, and research-based best practices in education.

GOALS

- To instill in students a love of learning and ensure they will become lifelong learners. With this in mind, the leaders of the school shall encourage all teachers to model this desired behavior by facilitating involvement and participation in a variety of professional development activities.
- To identify the professional development needs of the school and each individual teacher to facilitate improved teaching and learning.

- To ensure that all teachers are kept informed about relevant professional development activities available.
- To ensure that teaching teams are afforded the forum and collaborative time during the school day to engage in professional growth activities focused on improving teaching and learning for all students.

PROFESSIONAL DEVELOPMENT PLAN

Individual professional development needs shall be identified through the staff appraisal process. Specific professional development targets shall be established for each teacher based on his/her professional growth and career goals, Dunecrest American School targets and initiatives, school-wide annual goals, and research-based best practices in education.

For the purposes of this policy, professional development shall consist of any authorized activity where professional dialogue and learning takes place, including but not limited to, 'in-school' collaboration, research and development projects; network and foundation activities; literature and research reviews; online courses; activities for improving practice; and external conferences, courses, workshops and degree programs.

Staff will be required to submit a course evaluation immediately following attendance at any external professional development activity. Staff shall also be required, as appropriate, to share knowledge and skills gained through external professional development at staff meetings and/or during scheduled PD days.

EVALUATION

The success of the Professional Development Policy, and the Professional Development Plan shall be assessed at the end of the academic year by:

- Reviewing the professional growth targets of individual teachers;
- Reviewing the statistical analysis of staff professional development participation;
- Reviewing statistical analysis of student assessment data.

The above measures shall be utilized to determine the effectiveness of professional development in moving both the school and individual teachers toward the achievement of established goals, and toward improvement in student learning and professional practice.

PROFESSIONAL DEVELOPMENT FINANCIAL SCHEME AND PROCEDURES

Dunecrest American School provides annual financial support for professional development opportunities of academic staff members, according to the following terms and conditions.

For teachers to be eligible for this financial support, the following conditions must be met:

- Prior approval must be obtained from the school Principal;
- Any external program/course/conference attended must be directly related to a teacher's current or future teaching assignment at Dunecrest American School, to a teacher's management responsibilities, and/or to identified needs of the school or teacher.

IB TRAINING

Teachers who are not IB trained and are required to teach IB classes in their first year will be required to use their professional development allowance towards the cost of the IB Level 1 training course. The school will pay any additional costs not covered by the PD allowance, such as airfare and lodging.

For established members of staff, Dunecrest American School will pay the course registration fees, airfare, and lodging expenses for teachers assigned to teach IB Diploma classes. To qualify for this financial support, the following conditions must be met:

- A teacher is required to teach the course for which he/she gains training for a minimum of two academic years. If a teacher leaves the school after only one year of teaching the course for which he/she has gained training, then the teacher will owe Dunecrest American School 50% of any course fees, airfare, and lodging expenses that were covered by the school.

A teacher may request IB training even though he/she may not be required to teach IB classes. In this instance, the teacher will be required to use the personal development allowance towards course costs.

Policy 5.140

SICK LEAVE

Full time professional staff members are entitled to up to seven days of paid sick leave per school year. Daily pay is the annual salary divided by 365 days. Unused sick leave days cannot be carried forward to future years. A physician's statement may be required for absences of three days or more.

MEDICAL APPOINTMENTS

All doctor's, dental and personal appointments are to be made outside of school hours where possible, unless it is an emergency.

Policy 5.150

MATERNITY LEAVE

Maternity Leave for full-time classroom teachers provides fifty calendar days paid leave, ten days before the birth and forty days after. The absence must be during the school year to receive pay. The teacher may return to work before the fifty days have expired if she has a letter from her doctor stating good health. Upon return to full time work, every effort will be made to assign the teacher to her former class.

Maternity benefits do not apply unless the employee has worked for the School consecutively for six months or more. Maternity Leave will only be paid when the employee returns to full time employment with the School.

If the teacher wishes to take more time off than is allowed with pay, she shall request in writing additional time off without pay. Additional time may be granted for up to three months. Past this period, she will be requested to resign. The teacher may at any time submit a new application for employment. Every effort will be made to rehire the teacher and place her in her previous position; however, Dunecrest American School cannot make any guarantees regarding rehiring or position placement.

Policy 5.160

BEREAVEMENT LEAVE

In the event of the death of an immediate family member, defined as a parent, sibling, son, daughter, or spouse, professional staff members are entitled to Bereavement Leave of up to five working days. The professional staff member may also apply to the school for a loan, if needed, to pay for travel costs to the site of funeral services.

Policy 5.170

PERSONAL LEAVE

Professional staff members are entitled to one day of personal leave per school year. To use the day of Personal Leave, the professional staff member must submit a written request to his/her immediate supervisor. Any request to use the Personal Leave day requires the approval of the Head of School. Personal Leave may not be taken at the beginning or end of scheduled vacation periods.

LEAVE POLICY FOR SUPPORT STAFF

The official school working hours are from 7:30 AM-4:00 PM, with a half-hour break included (break can be taken in smaller increments if preferred).

Administration and support staff shall receive annual leave of forty-five (45) days of full pay, with actual leave to be taken as 10 days during winter break and 35 days during the summer and should resume duty no later than August 15. A leave application form must be submitted in advance and approved by the direct supervisor. Administration and support staff members who join Dunecrest American School after the academic year started will receive summer pay prorated to their working period (4.5 days per month).

Staff members shall be entitled to 7 sick leave days with pay per academic year. The staff member must notify his/her direct supervisor. For sick leave in excess of 7 days per academic year, the staff member's daily pay, which is annual salary divided by 365, will be withheld. A doctor's note must be provided for absences longer than 2 days or when a sick day is attached to a weekend or vacation period. Staff members are not entitled to any sick leave with pay during their probation period.

Full-time female staff members shall be entitled to maternity leave of fifty calendar days paid leave; ten days before the birth and forty days after. The staff member may return to work before the fifty days have expired if she has a letter from her doctor stating good health. Maternity leave is provided for staff members who have completed no less than one year of service at the school. Failing the completion of the said service period, the maternity leave shall be on a half-salary basis.

Should a staff member fail to carry out her/his duties for more than seven consecutive days for no valid reason, the school may dismiss her/him without notice.

JOB SEARCH LEAVE

Foreign teachers recruited outside the host country may apply for leave to search for new employment under the following guidelines:

- Administrative approval for any leave is required.
- A leave for new employment can be granted to an individual only once during employment at Dunecrest American School.
- First year of employment: no leave is granted with or without pay. Teachers who resign before their two-year contract expires shall lose the right to a return ticket to his/her home of record and shall be liable to the school for a penalty equal to one monthly installment of the teacher's salary.
- Second year of employment: teachers may apply for up to two days with full pay for the purpose of job searching.
- Third and subsequent years of employment: teachers may apply for up to three days with full pay for the purpose of job searching.
- To be granted leave days for job searching the teacher must submit a letter of resignation by December 1.
- A teacher may request additional days without pay not to exceed in total five working days for job search but must be approved by the building Principal and Head of School.

Policy 5.200

NOTICE OF INTENT TO TERMINATE

All overseas recruited professional staff are required to advise the Head of School of their intentions to return or not, in writing, by December 1 of the year in which his/her contract is expiring.

Any professional employee who has indicated he/she will be returning and later decides to leave will be subject to the same penalties as breaking contract. Penalties are listed in the employment contract.

Policy 5.210

SUPPORT STAFF POSITIONS AND QUALIFICATIONS

It is the policy of Dunecrest American School to employ well qualified non-instructional and support staff members.

The term “support staff” in this manual means those employees who serve the school in a support, rather than an administrative, teaching or similar professional function.

The recruitment and selection of support personnel is the responsibility of the Head of School. The establishment of wages, salaries, and terms and conditions of employment for support personnel shall be the responsibility of the Esol Education Senior Executive Board through its approval of appropriate salary schedules and the annual budget. These terms must be in accordance with host country law.

Policy 5.220

SUPPORT STAFF EVALUATION

The supervisor for whom the support staff employee works will evaluate his/her performance annually. The Head of School shall review the evaluations with a view to ensure that procedures have been correctly followed. This evaluation will be completed no later than June 1 of each academic year.

HEAD OF SCHOOL

The Esol Education Senior Executive Board will be responsible for appointing and monitoring the performance of the of the Head of School for Dunecrest American School and for making all decisions on behalf of the school regarding the Head of School's contractual status, including but not limited to the appointment of the Head of School, renewal or non-renewal of the Head of School's contract, and, when warranted, termination of employment of the Head of School.

The Head of School is responsible for leading and administering within the parameters set by the policies and procedures of the Esol Education Senior Executive Board.

The Head of School is responsible for the selection, appointment, assignment, evaluation, and, when necessary, termination of all school employees, the management of plant and equipment, the administration and supervision of the education program and the maintenance of school-community relations. The Head of School is ultimately responsible for his/her performance to the Esol Education Senior Executive Board. He/She may delegate to members of his/her staff portions of these responsibilities but cannot relinquish his/her overall final accountability for all results.

The Esol Education Senior Executive Board authorizes the Head of School to supervise all activities of the school in accordance with school policies. The Head of School is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by Esol Education and the administrative rules and regulations needed to put the policies into effect. Such documents shall be accessible to all members of the school community.

Dunecrest American School recognizes that long-term planning is essential to delivering its mission. It will consider the optimum deployment of people, facilities, materials, equipment and finance, and the best available insights into the impact of changes in the school's educational, social, demographic and political environments.

The Head of School will develop and sustain a strategic outlook, by overseeing and participating in a structured process to generate a live and robust Strategic Plan. The Strategic Plan will identify the essential goals and actions that will shape the future of the school, and from which all other actions and plans will follow. The plan will be reviewed annually with the Esol Education Board.

APPRAISAL OF SCHOOL ADMINISTRATORS

Dunecrest American School's Head of School will implement a developmental appraisal process within the school for Principals, Assistant Principals, and/or other school administrators. The process should be congruent with the framework of the Esol Education Head of School appraisal process described below. Appraisal of Principals, Assistant Principals, and/or other school administrators is the responsibility of the Head of School. The Head of School will brief the Esol Education Senior Executive Board about the goals, progress, outcomes, and conclusions identified through the Head of School's appraisal of Principals, Assistant Principals, and/or other school administrators.

The appraisal process will be part of the basis for Dunecrest American School decisions regarding terms and conditions of employment. The Esol Education Senior Executive Board will make all decisions regarding contract renewal or non-renewal, promotion, termination, adjustment of salary and benefits, or any other decision regarding terms and conditions of employment of Heads of School, Principals, Assistant Principals, and other school administrators.

DUNECREST AMERICAN SCHOOL HEAD OF SCHOOL APPRAISAL POLICY AND PROCEDURE

The Dunecrest American School Head of School Appraisal Policy and Procedure is intended to acknowledge achievements and areas of development for the Head of School within the context of a reflective, developmental process aligned to the ascribed Esol Education five domains of school leadership.

The Dunecrest American School Heads of School appraisal process incorporates an annual reflection of school development within the context of identified goals and targets emanating from the school's planning process.

Dunecrest American School undertakes to support and resource the Head of School in his/her pursuit of professional learning that arises from the appraisal process.

The Esol Education Head of School Role Appraisal Rubric shall provide the framework for the appraisal discussion, along with school-generated data and Head of School self-reflection.

When initiating an appraisal cycle for the first time (in the case of a newly appointed Head of School), the Superintendent, or other member(s) or designated representative(s) of the Esol Education Senior Executive Board, will conduct a meeting with the Head of School at the beginning of the school year to establish specific school goals and targets in each of the five leadership domains, linked to the school's planning process.

Other than for newly appointed Heads of School, the standard appraisal cycle would consist of two formal meetings annually, as described below. For Heads of School in their first appraisal cycle, the process will consist of the initial meeting described above, establishing school goals and targets, in addition to the two meetings described below which form the standard review cycle.

A Mid-Cycle Review Meeting, to take place in February, to reflect on progress to date and to modify goals/targets as appropriate where circumstances have changed.

An annual appraisal meeting will be held toward the end of each school year, to complete the appraisal process for that given year and establish goals for the following school, in line with the five Esol Education leadership domains as well as a review of the one-year Strategic Plan.

Prior to the Annual Appraisal Meeting, the Head of School will undertake a reflective self-assessment exercise using the Esol Education Appraisal Rubric as a frame of reference.

In preparing for the Appraisal Meeting, Heads of School should self-identify data that can help inform the process. Data would most likely come from the Heads of School Reports to Esol Education, stakeholder surveys, student achievements, and other sources as deemed appropriate.

Personnel involved in the appraisal process will be determined by the Esol Education Senior Executive Board while timings of meetings will be determined in consultation with the Head of School.

The Head of School and an Esol Education representative(s) will both sign and retain a copy of the completed appraisal document.

The following five areas describe domains and capabilities of school leadership that encapsulate the essence of school leadership. The domains are derived from extensive research and practice undertaken by internationally renowned educator and author Thomas Sergiovanni.

TECHNICAL LEADERSHIP

Demonstrated capacity to effectively optimize the school's financial, physical and human resources through sound management practices and organizational systems and processes that contribute to the implementation of the school's vision and goals.

Technical Leadership Capabilities:

- Thinks and plans strategically;
- Aligns resources with desired outcomes;
- Holds self and others to account;
- Responsive to Esol Education management.

HUMAN LEADERSHIP

Demonstrated ability to foster a safe, purposeful, accountable and inclusive learning environment, and the capacity to develop constructive and respectful relationships with staff, students, parents and other stakeholders. Use data to measure organizational health and action plans as appropriate. Effectively manage all aspects of teaching and non-teaching staff employment conditions, including performance management. Makes and communicates informed decisions. Manages crises and challenging situations effectively.

HUMAN LEADERSHIP CAPABILITIES

- Advocates for all students;
- Develops relationships;
- Develops individual and collective capacity;
- Communicates effectively with various constituent groups;
- Effective management of challenging relationships and circumstances.

EDUCATIONAL LEADERSHIP

Demonstrates capacity to lead, manage and monitor the school improvement process through a current and critical understanding of the learning process and its implications for enhancing high-quality teaching and learning in every classroom in the school. Uses data to inform teaching practice and enhance student learning and achievement.

EDUCATIONAL LEADERSHIP CAPABILITIES

- Shapes pedagogy;
- Focuses on achievement;
- Promotes inquiry and reflection;
- Uses data to inform constituents about trends, decisions and actions that are informing school development and continuous learning and improvement.

SYMBOLIC LEADERSHIP

Demonstrates capacity to model important values and behaviors to the school and community, including a commitment to creating and sustaining effective professional learning communities within the school. To have in place effective personnel practices that contributes to retention, an ethos of innovation, collaboration and a strong work ethic.

SYMBOLIC LEADERSHIP CAPABILITIES

- Develop and manage self;
- Aligns actions with shared values;
- Creates and communicates knowledge with all constituent groups;
- Is recognized as the instructional leader within the school community;
- Displays contextual sensitivity in decision making.

CULTURAL LEADERSHIP

A well-developed sense of school effectiveness, commitment to international mindedness and a demonstrated capacity to lead the school community in promoting a vision of the future in harmony with Dunecrest American School values and cultural norms of the host country and school community. The school vision should be underpinned by common purposes and values that will secure the commitment and alignment of stakeholders to realize the potential of all students.

CULTURAL LEADERSHIP CAPABILITIES

- Shapes the future;
- Develops a unique school culture;
- Sustains partnerships and networks;
- Ensure achievement of school strategic goals and targets.

Additionally, the Head of School is required to:

- Prepare reports to the Superintendent;
- Meet regularly with Esol Education representatives and management team;
- Perform other duties, consistent with those normally associated with the Head of School position, as might be assigned by Esol Education.

Best practice demands that a transparent and developmentally focused performance appraisal system be an integral component of any learner-centered organization. The purpose of such a system is to provide a formal opportunity for reflection and analysis of achievements as identified in the five domains and for feedback to be provided on areas of development.

Please see Appendix 1 Esol Education Head of School Appraisal Rubric

SURVEYS

Dunecrest American School shall conduct a detailed survey of parents and a detailed survey of faculty members on an annual basis. Dunecrest American School may also conduct surveys of students and of members of support staff. Dunecrest American School shall use the data obtained through surveys of stakeholder groups to inform school practice and planning.

Dunecrest American School surveys are intended to ensure that the school obtains detailed and accurate input on an annual basis from its key stakeholder groups regarding all of the key aspects of school operations and school performance. By using the data obtained through stakeholder surveys to inform school practice and planning, schools will ensure that their practice and planning are appropriate to the needs of their respective school communities.

Dunecrest American School will submit the results of its stakeholder surveys to Esol Education by May 31.

Please see Appendix 2 Esol Education Survey Templates

ESOL EDUCATION HEAD OF SCHOOL REPORTS

Three times a year the Heads of School will report the schools progress in meeting the developed annual goals. The reports will be due September, January and May.

Please see Appendix 3 Esol Education Head of School Reports

Policy 5.240

JOB DESCRIPTIONS

ADMINISTRATIVE ASSISTANT

The Administrative Assistant is responsible for providing routine support to the department ensuring work is delivered in a timely and accurate manner.

DUTIES MAY INCLUDE

- Maintain School database.
- Capture grades and process report cards.
- Type standard letters and compose letters on routine matters as required.
- Combine material from a number of sources in order to produce typewritten reports in traditionally accepted format, but with some discretion in individual presentation.
- Answer routine questions, take messages and may refer caller to an alternative source in the absence of the Head of School, Principal, Assistant Principal(s), Guidance Counselor(s) and Teachers.
- Undertake administrative duties such as gathering together and submitting relevant information from varied sources as directed by the Head of School, Principal, Assistant Principal(s), Guidance Counselor(s) and Teachers.
- Maintain filing and/or record systems.
- May be required to type from rough handwritten drafts and operate office machinery.
- Monitor and manage supplies of stationery and other consumable items for general office use.
- Log absenteeism.

DECISION MAKING AUTHORITY AND RESPONSIBILITY

Job is required to plan and organize own work, ensuring the delivery of timely and accurate support.

In order to fulfill these responsibilities, the Administrative Assistant is prepared to perform additional duties required by their supervisor and also consistent with the purposes and responsibilities contained in this job description.

ATHLETIC DIRECTOR

The Athletic Director's purpose, in collaboration with principals and coaches, is to coordinate and manage all athletic functions of the school, including planning, organizing, and managing the employees and coaches within the Athletics Department.

The Athletic Director oversees the operation of the athletic program and is responsible for all league schedules, transportation, game officials and athletic facilities. The Athletic Director:

- Develops and implements specific athletic programs, ensures compliance with both international and local leagues and develops regulations and communicates expectations to all coaching staff;
- Provides athlete and coach orientation, conditioning, and athletic training programs whenever necessary;
- Supervises utilization of the athletic facilities; coordinates athletic uses of all indoor and outdoor facilities;
- Recommends and reviews policies for student use of facilities; review and recommend changes, repairs and improvement of athletic equipment and facilities;
- Prepares all athletic purchase requests;
- Coordinates the athletic calendar;
- Arranges for athletic events and league schedule;
- Oversees the production of the athletic handbook, bulletins, and other athletic announcements;
- Assists the coaches and athletes with regards to compliance of rules regarding roster, eligibility, travel arrangements etc;
- Oversee the coordination of athletics travel, both locally and internationally;
- Attends all athletic home events/competitions and act as the game administrator or be responsible for delegating a game administrator;
- Secures game workers, scorekeepers, referees and other officials during athletic events.

BUSINESS MANAGER

The Business Manager is responsible for safeguarding the overall financial position of the school. He/she should develop long-term financial plans and strategies in conjunction with the Esol Education Chief Operating Officer (COO) and the Head of School. He/she also supervises the Accounts Office and School Services Staff for security, transportation and maintenance.

MAJOR DUTIES

- Establish and apply school's financial control mechanisms;
- Budget preparation in conjunction with the Head of School and Esol Education COO;
- Supervise local and overseas accounts payable;
- Supervise Accounts Office regarding parents' financial obligations and outstanding fees;
- Draw up rental, service and maintenance contracts;
- Ensure proper quotation, bidding and purchasing policies and procedures;
- Timely payment of all insurance charges and charges from rental or maintenance contracts;
- Preparation of schedules for auditors and for financial reports;
- Maintain facilities and equipment based on appropriate inventory and replacement policies;
- Supervise all work done at the school with regard to repairs, maintenance and cleaning;
- Supervise the Administrative Support, Maintenance and School Services Staff and maintain appropriate files on these employees;
- Allocate the work of the maintenance staff;
- Ensure that the maintenance staff has the necessary supplies and equipment to carry out their duties;
- Order supplies and equipment necessary for day-to-day maintenance of the school;
- Maintain the school grounds and supervise construction projects and the general landscaping;
- Repair and maintain all equipment used in the school campus;
- Seek quotations for each major maintenance project;
- Supervise security arrangements;
- Ensure proper maintenance of school vehicles;
- Maintain an effective administrative computer network;
- Find and maintain suitable housing for non-local teachers and staff;
- Supervise the school dining hall and monitor the quality of the catering services;
- Supervise the work of staff to ensure timely issuing of work-permits, visas and other required documents.

COUNSELOR

THE RESPONSIBILITIES OF THE COUNSELOR INCLUDE

CLASSROOM GUIDANCE

- Plan and prepare the Advisory Program which reflects the International Model for School Counseling Programs and the ASCA model;
- Support teachers in the provision of advisory lessons;
- Conduct information sessions with teachers;
- Speak at grade level assemblies on a variety of relevant topics;
- Sponsor peer mediation and peer tutoring programs.

INDIVIDUAL STUDENT PLANNING

- Orient new and returning students and their parents to the various academic programs available and assist them in developing an appropriate student schedule;
- Communicate with parents the results of standardized testing results;
- Meet regularly with students on academic warning/probation;
- Maintain accurate and current records on all students requiring counselling services;
- Maintain accurate records of all communications with parents;
- Monitor students' progress with the Principal, Assistant Principal and IB Diploma Coordinator;
- Organize, in consultation with the Principal and IB Diploma Coordinator, case conferences concerning individual students;
- Maintain strict confidentiality about matters that are shared in confidence, breaching confidence only in cases where a student's life or other person(s) lives may be at risk because of psychological instability.

RESPONSIVE SERVICES

- Lead counseling and support for students, teachers and community member in times of grief/stress;
- Communicate with parents and teachers regarding students requiring support;
- Communicate with parents regarding academic/emotional concerns of students;
- Seek professional assistance/support for students and families if necessary;
- Act as an advocate for the students by liaising between the relevant professionals in the student's life, including parents, educational professionals and peers;
- Counsel those who are underachieving as well as those experiencing personal and social adjustment problems;
- Offer one-to-one and small group guidance sessions for students as needed,
- Collaborate with the Principal and Assistant Principals, in guiding and counselling students with academic, social and/or emotional concerns;
- Refer students to outside professionals and community support services when necessary for the well-being of the student;
- Work with emotionally and behaviorally difficult and challenging students, and develop a social, behavioral and/or emotional plan to benefit the individual,
- In the event of reports of child abuse, informing the Head of School/Principal. Establish a direct link with external professionals who would be involved in intervention while maintaining absolute confidentiality about referred cases.

SYSTEM SUPPORT

- Review records and transcripts and assists students in making any necessary adjustments;
- Maintain and review students' cumulative records until departure from the school to ensure that educational and graduation requirements are fulfilled;
- Assist the Principal in developing the course selections, and with developing the course class lists;
- Co-coordinate all facets and phases of the standardized testing program;
- Attend and contribute to Student of Concern (SOC) meetings and follow the RTI tier-model;
- Present specific and general information to parents and students about the importance of the academic transcript. The presentation of this information will necessitate an evening program that is informative and engaging for students and parents. It will also necessitate working closely with students and their teachers throughout the year.

DOCTOR/NURSE

The Doctor/Nurse's role is to support the general well-being of the students and the faculty. The Doctor/Nurse is available for private health consultation at any time.

DOCTOR AND NURSE'S ROLE INCLUDES

- Maintaining a health clinic and identifying communicable diseases:
 - Perform first aid and changing bandages;
 - Report infectious disease and isolated infected students;
 - Monitor ill students (sickness);
 - Refer cases to a specialist.
- Medical records and screening:
 - Maintain a medical file for each student;
 - Develop a filing system for special references to students with medical needs or health problems.
- Educational health programs:
 - Participation in parent-teacher conferences;
 - Devise a health awareness program;
 - Promote health related bulletin board;
 - In service training on staff development days e.g. First Aid Courses.
- First Aid:
 - Available for hosted competitions and workshops;
 - Emergency cases are accompanied to hospital.

The Doctor/Nurse will perform all duties associated with his/her position at such times and places as the Head of School, or his authorized representative may direct. The Doctor/Nurse will perform his/her duties in a professional manner, with the highest level of confidentiality, consistent with the regulations of the School, and with the laws, customs and traditions of the host country.

MANDATED HEALTH SCREENING

Throughout a child's school career, Dubai Health Authority requires screening to be done by the school doctor as per the list below:

- Physical Exams: The school doctor conducts a non-invasive medical examination that includes screening of vision, ear nose throat, skin, chest, heart, abdomen and musculoskeletal systems of students in grades 1, 5, 9, 12 and all new students. Any findings requiring additional follow up or referrals will be reported to the parents using the referral form or via email.
- Height and Weight: All enrolled students will be monitored yearly according to World Health Organization guidelines. The school doctor notifies parents via email if a student is persistently underweight, overweight or obese along with advice on healthier lifestyle.
- Immunizations: All students should present proof of immunization upon entry to school. The document should show the child has been successfully immunized against MMR (Measles, Mumps and Rubella), DPT (Diphtheria, Pertussis and Tetanus), Polio and Hepatitis B etc. The school clinic conducts an immunization program where students receive vaccinations provided by the health authority free of cost.
- Allergy and Chronic Disease History: Parents are required to complete school health forms upon enrollment.
- Consent for Immunization: This is a mandatory form that Dubai Health Authority needs to have signed and dated upon enrollment. It is also compulsory that parents sign the refusal form if they do not want their child to be vaccinated at school.

ADMINISTRATION OF MEDICATION

The clinic is well stocked with necessary medicines which will be dispensed to primary students after parents have been contacted. If the parents are not reachable, the school doctor will administer appropriate treatment. If a medication has to be given during school hours, a parent/guardian should deliver the medicine to the clinic and sign the consent form available in the school clinic. The medicine should be in its original packaging, well labeled with the name and grade of the student, the dosage and the timing. Students are not allowed to carry medicines, with the exception for asthma inhalers and Epi-pen, in their bag and should only take medicine in supervision of a school nurse.

EARLY CHILDHOOD COORDINATOR

PREAMBLE

The EC Coordinator reports to the Head of School and is responsible for instructional leadership, curriculum development and professional development in the EC. The EC Coordinator is responsible for establishing a professional working environment that enables continuous improvement and is characterized by professional practice that is consistent with Esol Education policy and the mission of Dunecrest American School.

The EC Coordinator is responsible for the management of the physical resources of the EC, the personnel resources, and the general administration of the school. The EC Coordinator will recommend to the Head of School staffing changes that are deemed necessary to enable the school to achieve its mission and purpose. As needed, the EC Coordinator will be directly involved in hiring support staff and faculty and termination of contracts of support staff and faculty who do not fulfill the obligations of his/her contracts.

The EC Coordinator is expected to be familiar with the policies and regulations of the school and will establish regulations for the EC to ensure their consistent implementation. In the event that any policy or regulation appears inadvisable or is inoperative, this should be reported to the Head of School. The EC Coordinator has the authority to establish special regulations for the EC, provided such special regulations are approved by the Head of School and are consistent with the policies and regulations of Dunecrest American School.

DUTIES OF THE EC COORDINATOR

- Collaborate with the Head of School in the selection and hiring of instructional personnel and support staff for the EC;
- Organize and administer the faculty and support staff within the policies of the school, to best achieve the goals and objectives of the school;
- Assign staff to classes and duties;
- Plan and implement the schedule of classes;
- Monitor the attendance and workload of faculty and support staff;
- Ensure the general supervision and performance of duties;
- Arrange faculty meetings and develop an agenda consistent with curriculum development and professional development initiatives approved by the Head of School;
- Arrange for the substitution of absent teachers and support staff as needed;
- Observe and evaluate the teachers and support staff and report on their professional competence and performance to the Head of School;
- Recommend the replacement or reassignment of support staff and teachers as needed;
- Recommend a short-list of candidates to the Head of School for each internally advertised job vacancy;
- Oversee the work of faculty in the development of new curriculum materials, the implementation of the curriculum and the distribution of information about the EC program of studies to the parent community;
- Work closely with the EC staff to modify all existing curriculum materials to comply with the curriculum frameworks;
- Ensure that teachers adapt their pedagogy and learning activities to conform to the inquiry-based teaching and learning expected at Dunecrest American School;
- Prepare articles for faculty and parents that describe the way in which the EC program and resources are being continuously improved;
- Plan and prepare parent-teacher meetings and conferences;
- Be actively involved in faculty and community events in the school community;

- Be responsive to the concerns of parents, faculty, and support staff and include the people most knowledgeable about particular concerns in seeking solutions to problems;
- Work closely with the staff to ensure that buildings and grounds are properly maintained, and that student and staff safety and security are given appropriate attention;
- Propose facility changes to the Head of School that may improve program support in the ECC;
- Ensure that the Head of School is kept fully informed about facility use after hours;
- Collaborate with the other Principals on all matters pertaining to the divisions of the school;
- Prepare and administer the educational resources, in-service/professional development and student activities budgets pertaining to the EC;
- Plan and implement an orientation program and induction program for all new EC staff;
- The Head of School may assign additional duties and responsibilities to the EC Principal;
- In collaboration with the Elementary Principal ensure that the PreK to Grade 5 curriculum conforms to the inquiry-based curriculum and assessment requirements of the school;
- In collaboration with the other Principals and Head of School develop and publish a school calendar which features school-wide events and activities;
- Plan a Back-to-School-Evening for parents in the Fall Term that enables students and parents to meet with teachers to hear brief presentations about the program of inquiry, resources/references, homework obligations and assessment criteria and grading practices;
- Plan and organize at least two parent teacher conferences per year for reporting directly information about individual student progress;
- Assign accepted students to a grade level and courses of study consistent with aptitude, ability and aspirations for further study;
- Ensure that classroom teachers maintain accurate records of student attendance and performance;
- Ensure that when students are withdrawn, procedures are appropriately followed before the release of student records/transcripts;
- Oversee the preparation and distribution of report cards;
- Ensure that reports clearly show how students may modify their study habits to improve learning in different subjects;
- Encourage and coordinate co-curricular and extra-curricular trips, activities and assemblies to enrich student learning and generally promote the development of a sense of responsibility and community spirit;
- Publish articles for the school community that describe developments in the EC including student activities;
- As needed, plan and implement disciplinary procedures to modify student behavior.

ELEMENTARY SCHOOL PRINCIPAL

PREAMBLE

The Elementary Principal reports to the Head of School and is responsible for instructional leadership, curriculum development and professional development in the Elementary School. The Elementary Principal is responsible for establishing a professional working environment that enables continuous improvement and is characterized by professional practice that is consistent with Dunecrest American School policy and the mission of the School.

The Elementary Principal is responsible for the management of the physical resources of the Elementary School, the personnel resources, and the general administration of the school. The Elementary Principal will recommend to the Head of School staffing changes that are deemed necessary to enable the school to achieve its mission and purpose. As needed, the Elementary Principal will be directly involved in hiring support staff and faculty and termination of contracts of support staff and faculty who do not fulfill the obligations of his/her contracts.

The Elementary Principal is expected to be familiar with the policies and regulations of the school and will establish regulations for the Elementary School to ensure their consistent implementation. In the event that any policy or regulation appears inadvisable or is inoperative, this should be reported to the Head of School. The Elementary Principal has the authority to establish special regulations for the Elementary School, provided such special regulations are approved by the Head of School and are consistent with the policies and regulations of Dunecrest American School.

THE ELEMENTARY PRINCIPAL SHALL

- Collaborate with the Head of School in the selection and hiring of instructional personnel and support-staff for the Elementary School;
- Organize and administer the faculty and support staff within the policies of the school, to best achieve the goals and objectives of the school;
- Assign staff to classes and duties;
- Plan and implement the schedule of classes;
- Monitor the attendance and workload of faculty and support staff;
- Ensure the general supervision and performance of duties;
- Arrange faculty meetings and develop an agenda consistent with curriculum development and professional development initiatives approved by the Head of School;
- Arrange for the substitution of absent teachers and support staff as needed;
- Observe and evaluate the Assistant Principals, teachers, and support staff and report on their professional competence and performance;
- Inform the Head of School of any concerns about the professional competence of faculty and support staff in the Elementary School;
- Recommend the replacement or reassignment of support staff and teachers as needed;
- Recommend a short-list of candidates to the Head of School for each internally advertised job vacancy;
- Oversee the work of faculty in the development of new curriculum materials, the implementation of the curriculum and the distribution of information about the Elementary School program of studies to the parent community;
- Work closely with the Assistant Principal and elementary staff to modify all existing curriculum materials to comply with the curriculum frameworks;
- Ensure that teachers adapt their pedagogy and learning activities to conform to the inquiry-based teaching and learning expected at the school;
- Prepare articles and commentaries for faculty and parents that describe the way in which the Elementary School program and resources are being continuously improved;

- Plan and prepare parent-teacher meetings and conferences;
- Be actively involved in faculty and community events in the school community;
- Be responsive to the concerns of parents, faculty, and support staff and include the people most knowledgeable about particular concerns in seeking solutions to problems;
- Work closely with the staff to ensure that buildings and grounds are properly maintained, and that student and staff safety and security are given appropriate attention;
- Propose facility changes to the Head of School that may improve program support in the Elementary School;
- Ensure that the Head of School is kept fully informed about facility use after hours;
- Collaborate with the other School Principals on all matters pertaining to the divisions of the school;
- Prepare and administer the educational resources, in-service/professional development and student activities budgets pertaining to the Elementary School;
- Propose staffing and resource changes to the Head of School that are consistent with qualitative improvement in the instructional program;
- Plan and implement an orientation program and induction program for all new Elementary School staff;
- The Head of School may assign additional duties and responsibilities to the Elementary Principal;
- In collaboration with the Early Childhood Principal ensure that the PreK to Grade 5 curriculum conforms to the inquiry-based curriculum and assessment requirements of the school;
- In collaboration with the Secondary Principal(s) and Head of School develop and publish a school calendar that features school-wide events and activities;
- Plan a Back-to-School-Evening for parents in the Fall Term that enables students and parents to meet with teachers to hear brief presentations about the program of inquiry, resources/references, homework obligations and assessment criteria and grading practices;
- Plan and organize at least two parent teacher conferences per year for reporting directly information about individual student progress;
- Assign accepted students to a grade level and courses of study consistent with aptitude, ability and aspirations for further study;
- Ensure that classroom teachers maintain accurate records of student attendance and performance;
- Ensure that when students are withdrawn, procedures are appropriately followed before the release of student records/transcripts;
- Oversee the preparation and distribution of report cards;
- Ensure that reports clearly show how students may modify their study habits to improve learning in different subjects;
- Encourage and coordinate co-curricular and extra-curricular trips, activities and assemblies to enrich student learning and generally promote the development of a sense of responsibility and community spirit;
- Publish articles for the school community that describe developments in the Elementary School including student activities;
- As needed, plan and implement disciplinary procedures to modify student behavior.

DELEGATION

The Elementary School Principal may delegate responsibilities to the Assistant Principal(s) as needed and to other staff where the delegated responsibility may demand particular expertise.

ELEMENTARY SCHOOL ASSISTANT PRINCIPAL

PRIMARY PURPOSE

Assist the School Principal in overall administration of instructional programs and campus level operations. Coordinate assigned student activities and services.

MAJOR RESPONSIBILITIES AND DUTIES

INSTRUCTIONAL MANAGEMENT

- Participate in development and evaluation of educational/curricular programs including but not limited to Measure of Academic Progress (MAP);
- Encourage and support development of innovative instructional programs helping teachers pilot such efforts when appropriate including but not limited to Professional Learning Communities;
- Promote the use of technology in teaching/learning process.

ORGANIZATIONAL CLIMATE

- Promote a positive, caring climate for learning;
- Deal sensitively and fairly with persons from diverse cultural backgrounds;
- Communicate effectively with students and staff.

ORGANIZATIONAL IMPROVEMENT

- Participate in development of campus improvement plans with staff, parents, and community members;
- Help Principal develop, maintain, and use information systems and records to track progress on campus performance objectives and academic excellence indicators.

PERSONNEL MANAGEMENT

- Observe employee performance, record observations, and conduct evaluation conferences;
- Serve as appraiser for designated teacher appraisal system;
- Assist Principal in interviewing, selecting, and orienting new staff.

ADMINISTRATION AND FISCAL/FACILITIES MANAGEMENT

- Supervise operations in Principal's absence;
- Help plan daily school activities by participating in the development of class schedules, teacher assignments, substitute teacher coverage, and extracurricular activity schedules;
- Supervise reporting and monitoring of student attendance and work with secretary on follow-up;
- Work with teachers to compile annual budget requests based on documented program needs;
- Requisition supplies, textbooks, and equipment, check inventory, maintain records, and verify receipts for materials;
- Assist with safety inspections and safety-drill practice activities;
- Coordinate transportation, custodial, cafeteria, and other support services;
- Comply with Ministry of Education and Dunecrest American School policy.

STUDENT MANAGEMENT

- Ensure that students are adequately supervised during non-instructional periods including but not limited to bus discipline, developing and monitoring duty schedule assignments, etc;
- Help to develop a student discipline management system that results in positive student behavior;
- Ensure that school rules are uniformly observed, and that discipline is appropriate and equitable;
- Conduct conferences on student and school issues with parents, students, and teachers.

PROFESSIONAL GROWTH AND DEVELOPMENT

- Participate in professional development to improve skills related to job assignment.

SCHOOL/COMMUNITY RELATIONS

- Articulate the school's mission to community and solicit its support in realizing mission;
- Demonstrate awareness of school-community needs and initiate activities to meet those needs;
- Use appropriate and effective techniques to encourage community and parent involvement.

SUPERVISORY RESPONSIBILITIES

- Share supervisory responsibility for professional staff with School Principal. Supervise teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME COORDINATOR

The role of the coordinator in DP implementation and development is extensive. The most intangible, but also probably the most significant, aspect of this role is ensuring that the school embraces the IB's mission statement and its learner profile and ensures that the school is able to demonstrate in an explicit way how the structure of the DP and its implementation are furthering both. In this way, the coordinator fosters the spirit of an international education in the school, one that will hopefully help graduating students to develop the skills, wisdom, and cultural understanding necessary to engage with the significant global issues we face now and in the future.

The processes involved in the management of the DP are comprehensively explained in the Handbook of procedures for the Diploma Programme, which details the specific regulations and practical requirements for delivering the programme. However, in addition to the crucial procedural and organizational responsibilities of the DP coordinator, another important aspect is that of being part of the school's pedagogical leadership team. For more details see Approaches to teaching and learning in the Diploma Programme.

This does not mean that the sole responsibility for pedagogical leadership should fall on the shoulders of the DP Coordinator. However, it does mean that DP coordinator plays a crucial role in helping to ensure:

- That there is a clear and unified approach to planning, including collaborative planning;
- That international-mindedness is embedded in curricular and co-curricular activities;
- That the standard to which coursework is marked is established and monitored;
- That the three elements of the DP core play a central role in the curriculum that both support and are supported by, the subject disciplines.

The DP Coordinator is responsible for managing a large number of essential administrative tasks detailed in the Handbook of procedures for the Diploma Programme. These include, but are not limited to:

- Registering students as examination candidates;
- Entering data on the IB information system (IBIS), including provisional grades;
- Student mark entry;
- Supporting students with assessment access requirements.

Coordinators also play a role in organizing and managing the examinations and must ensure that all teachers are following the correct procedures and practices in monitoring assessment tasks and sampling work to be forwarded to the IB.

They will carry out the necessary tasks outlined in the International Baccalaureate Organization's list of coordinator's responsibilities, including but not limited to:

- Ensure that Diploma Programme subjects are scheduled so they meet the IB recommended number of teaching hours and provide maximum concurrency of learning for candidates;
- Ensure that teachers are provided access to My IB and that they are aware of the resources available on the site; that they have access to relevant sections of the Handbook of Procedures, particularly those sections with subject specific information; and that they have access to the Coordinator's notes when these become available;
- Publish to the Dunecrest American School Calendar all due dates for the receipt and submission of candidates' assessment material and other material and information required by the IB;
- Registration of students;
- Payment of invoices;
- Monitoring of deadlines;

- Inform the school community, including administration, teachers, legal guardians, and candidates about the learner profile and mission of IB;
- Ensure that teachers, legal guardians, and candidates understand the curriculum and assessment requirements of the Diploma Programme and what subjects will be offered at Dunecrest American School;
- Dispatch of necessary documentation;
- Register candidates for examination sessions according to the deadlines in the Handbook of Procedures;
- Prepare for, organize, and administer the Mock Exams;
- Ensure that the school and its students comply with all applicable IBO regulations;
- Make copies of relevant IBO Diploma Programme publications available to all staff;
- Counsel students on appropriate subject selection;
- Support teachers and students in preparing for the Diploma examinations;
- Make provision for appropriate liaison and support upon the publication of results;
- Prepare for and administer the retake exams;
- Receive and distribute printed diplomas and certificates;
- Participate fully in the development of the school's educational strategy, particularly as it affects the program for grades 11 and 12;
- Participate on Curriculum Committees;
- Ensure that staff is made aware of IB workshops and conference opportunities;
- Register faculty for IBO workshops;
- Ensure proper distribution of information resulting from workshop attendance;
- Identify professional development needs and opportunities on and off campus;
- Keep a record of workshop attendance and school visits;
- Lead the orientation of new teachers into the DP;
- Assist the Principal in identifying resource needs;
- Establish an inventory of resources to facilitate efficient management;
- Develop IB DP budget for major learning resource purchases;
- Develop IB DP budget for local purchases throughout the year;
- Communicate all IBO requirements to IB students. This includes but is not restricted to:
 - Malpractice Policy of the IBO;
 - Use of calculators during IBO examinations;
 - Conditions for receiving an IBDP diploma.
- Ensure effective communication and collaboration among all staff members;
- Conduct parent information sessions;
- Organize and present the Open House for interested students and parents from both the school community and the community at large;
- Ensure that accurate records are kept of student performance;
- Advise students and parents of the academic progress of candidates and probability of student success on the IB examinations in May;
- Publish articles pertaining to the Diploma in the school newsletter;
- Prepare and circulate an annual review of IB examination results;
- Circulate all relevant information received from the IBO;
- Prepare and submit documentation required for authorization and evaluation;
- Ensure that all requirements of the IBO concerning the programme are met;
- Act as the liaison between the school and the IBO;
- Provide outreach to the wider IB DP community through PRC discussion forums, email, and school visits;
- Establish/maintain links with other IB Diploma schools in the region;
- Ensure that requirements for Theory of Knowledge are properly coordinated, and teachers of other IB subjects understand the nature and importance of this core requirement;
- Ensure that the programme of Creativity, Activity, and Service (CAS) is properly coordinated and implemented according to current IB requirements.

LAB TECHNICIAN

The Science Laboratory Technician at Dunecrest American School will carry out the following essential duties and responsibilities:

| Activities | Frequency |
|---|-------------|
| Preparation of resources, assembling apparatus. | Daily |
| Obtaining materials during school hours by local purchase. | Weekly |
| Giving technical advice to teachers, technicians and pupils. | Daily |
| Carrying out risk assessments for technician activities. | Daily |
| Assisting in practical classes. | As required |
| Giving health and safety advice to technical staff, teachers and students. | As required |
| Disposal of waste materials. | Daily |
| Checking fume cupboards, first-aid kits; carrying out electrical and other safety checks. | As required |
| Organizing, storing and checking the condition of chemicals and equipment. | Monthly |
| Constructing and modifying apparatus. | As required |
| Setting up and caring for plant collections. | Daily |
| Preparing standard solutions, purifying chemicals, treating waste. | As required |
| Checking stock. | As required |
| Keeping stock records. | Annually |
| Maintaining resources. | As required |
| Collecting, checking and returning equipment to stores. | Daily |
| General laboratory cleaning of bench surfaces and equipment. | Weekly |
| General cleaning and repair of equipment. | Monthly |

In addition, the Science Lab Technician is also responsible for the following:

- Ensuring and promoting the maintenance of a healthy and safe working environment.
- Ensuring the availability of suitable materials and equipment, helping to compile orders and liaising or negotiating with suppliers and finance department. This will include sourcing, costing and suggesting economic alternatives to maintain stock levels. Keeping up-to-date records of stock.
- Ensuring that both routine and non-routine checking, cleaning, maintenance, calibration, testing and repairing of equipment are carried out to the required standard.
- Developing familiarity and awareness of all school policies and procedures listed in the Staff Handbook.
- Assisting Students and Teachers in setup, delivery, and deconstruction of practical labs.

LIBRARIAN

The Librarian carries out the Mission Statement of the school by promoting and supporting the teaching and learning objectives of the school through effective delivery of Library services to faculty, staff and students. Tasks range from organizing and managing information resources with the best available technology to coaching students in reasoning skills so they can locate, select and evaluate the information they find for accuracy, currency, and credibility. The school librarian is also responsible for developing students' love of literature and reading and helping students become lifelong learners who can use libraries independently and ethically. In addition, school librarians are expected to help teachers find and use information, including electronic resources in order to facilitate and improve their teaching.

The Librarian is responsible for the supervision of Library Assistants. He/she maintains external contacts with parents, colleagues in other libraries, and suppliers. Internal contacts include Heads of Department, students, faculty, staff and parents.

MAIN FUNCTIONS

- Deliver informational literacy skills instruction through individual instruction, small group or classroom settings;
- Provide reference services;
- Prepare materials for classroom use as requested by teachers;
- Manage traditional and electronic resources demonstrating these to staff, students and other library patrons as required;
- Engage students in order to foster reader development and a love of literature in the pursuit of lifelong learning;
- Train students and staff to use information resources in order to promote learning and extend and expand patterns of teaching;
- Work with trends in library and information services so that the school's library program and services are based on the best and most up-to-date information and methods;
- Develop, manage, articulate and promote the school library and its programs;
- Create and implement a school library policy, which includes accountability via statistical reports and yearly inventory, collection and receipting of collection losses, legal compliance with data protection and copyright;
- Distribute the library budget, ordering materials as requested by staff and as required for the curriculum support and the enrichment of students;
- Know where to procure library materials, both capital and consumable, through best sources in country and abroad;
- Monitor budget expenditures in cooperation with the Purchasing Officer of the school so that monetary resources are used to best effect;
- Advise key colleagues within the school as requested and establishes a high profile within the wider learning community to ensure appropriate access to learning resources;
- Hire and train library support staff with the approval of the Head of School;
- Manage and disseminate information in a range of different media;
- Be familiar with electronic databases such as circulation and cataloging software, as well as magazine, newspaper and research databases;
- Plan, and carry out public relations initiatives such as book fairs, guest speakers, and other activities that will promote the profile of the school and the school library;
- Advise Administration, Heads of Department and teachers, when requested, on best resources for specific needs and where to access these;
- Posses technical skills such as the ability to catalogue and classify materials and input these in to the library's electronic database.

LIBRARY ASSISTANT

The Library Assistant is responsible for assisting the Librarian.

SPECIFIC DUTIES

- Check materials in and out for all library patrons;
- Aid library patrons on library databases;
- Prepare, update and adjust as required, database of staff, students and faculty;
- Add new materials to the catalogue database adjusting as necessary;
- Prepare new materials for adding to collection including stamping, covering, and labeling;
- Daily shelving of returned materials;
- Shelf reading to maintain collection in orderly manner;
- Yearly online input of new orders;
- Minor repairs of materials;
- Yearly inventory of collection and required monthly reports;
- Overdue notices for staff and students throughout the year;
- Bring monies for lost materials to accounts office and obtain receipts;
- Maintain lost materials file and generate end-of-year print out;
- Maintain library web page;
- Search magazine articles in the online database;
- Reconcile invoices against library budget.

MINISTRY LIAISON

The Ministry Liaison is responsible for all contacts and correspondence between the School and the Ministry of Education.

SPECIFIC DUTIES

- Prepare and submit Ministry required reports;
- Issuing “To whom it may concern Memos” regarding student issues with Ministry;
- Legalization of Graduating Class grades and certificates for all students in the Ministry prior to the Graduation Ceremony;
- Legalization of grades for all classes in Ministry;
- Coordination with parents regarding Ministry issues;
- Coordination and implementation of Ministry exams;
- Obtaining Letter of Appointment from Ministry for all new staff members after issuance of residence visa;
- Corresponding with the Ministry regarding all issues related to curriculum. Coordinating and attending required meetings;
- Corresponding with the Ministry regarding Arabic language instruction for mother-tongue and AFL students;
- Collecting data and preparing, submitting and verifying required statistics for the Ministry regarding timetable, schedules, resources and book for students, teachers and staff;
- Preparing and verifying the academic calendar with the Ministry;
- In order to fulfill these responsibilities, the Ministry Liaison is prepared to perform additional duties required by the Head of School and also consistent with the purposes and responsibilities contained in this job description.

NETWORK ADMINISTRATOR/IT SUPPORT

The Network Administrator is responsible for installing, configuring, maintaining, troubleshooting and upgrading computer hardware, software, networks, peripheral equipment, and exchange email server. He/she makes recommendations regarding hardware and software acquisitions and prepares the budget for the acquisitions. He/she prepares regular written reports for the Administration.

SPECIFIC DUTIES

- Installs, configures and upgrades operating systems and software;
- Installs, assembles and configures computers, monitors, network infrastructure and peripherals such as printers and scanners; directs the rewiring of cables as required for new installations;
- Troubleshoots problems with computer systems, including hardware, software, email server, network and peripheral equipment problems, makes repairs and corrections where required;
- Acts as a technical resource in assisting users to resolve problems with equipment and data;
- Plans, designs, researches and acquires new hardware and software systems; maintains current knowledge of hardware, software and network technology and recommends modifications as necessary;
- Prepares and maintains classroom IT equipment for instructional purposes.

REGISTRAR

The Registrar is responsible for having regular contact with parents and students currently enrolled and potentially enrolling in the school. Emphasis is placed on making all those who contact the registrar's office feel welcome. The Registrar tries to ensure a smooth registration of new students, keep the student files and related files current and in order and complete the withdrawal process efficiently. At all times the Registrar is aware of the confidentiality of student files and parent/teacher contacts.

ADMISSION

- Receives and responds to all initial contact by prospective families;
- Responds to queries regarding school and gives relevant information to new families;
- Conduct school tours;
- Arranges assessment of potential applicants;
- Refers to Admissions Committee for final approval of application and conveys response back to family;
- Notifies Accounts Department, Library, Health Office, and administrators of new admission.

STUDENT FILES AND INFORMATION DATABASE

- Maintains and updates student files;
- Maintains and updates student information;
- Generates student information lists as required.

WITHDRAWAL

- Notifies Accounts Department, Library, Health Office administrators and teachers of withdrawals;
- Prepares withdrawal packages containing cumulative records for withdrawing families;
- Responds to receiving schools that ask for information to be mailed directly to them.

REPORTS

- Generates a monthly enrollment report to Esol Education.

In order to fulfill these responsibilities, the Registrar is prepared to perform additional duties required by the Head of School and also consistent with the purposes and responsibilities contained in this job description.

SECONDARY SCHOOL PRINCIPAL (MIDDLE/HIGH SCHOOL)

PREAMBLE

The Secondary Principal reports to the Head of School and is responsible for instructional leadership, curriculum development and professional development in the Secondary School. The Secondary Principal is responsible for establishing a professional working environment that enables continuous improvement and is characterized by professional practice that is consistent with Dunecrest American School policy and the mission of the school.

The Secondary Principal is responsible for the management of the physical resources of the Secondary School, the personnel resources, and the general administration of the school. The Secondary Principal will recommend to the Head of School staffing changes that are deemed necessary to enable the school to achieve its mission and purpose. As needed, the Secondary Principal will be directly involved in hiring support staff and faculty and termination of contracts of support staff and faculty who do not fulfill the obligations of his/her contracts.

The Secondary Principal is expected to be familiar with the policies and regulations of the school and will establish regulations for the Secondary School to ensure their consistent implementation. In the event that any policy or regulation appears inadvisable or is inoperative, this should be reported to the Head of School. The Secondary Principal has the authority to establish special regulations for the Secondary School, provided such special regulations are approved by the Head of School and are consistent with the policies and regulations of Dunecrest American School.

THE SECONDARY PRINCIPAL SHALL

- Collaborate with the Head of School in the selection and hiring of instructional personnel and support staff for the Secondary School;
- Organize and administer the faculty and support staff within the policies of the school, to best achieve the goals and objectives of the school;
- Assign staff to classes and duties;
- Plan and implement the schedule of classes;
- Monitor the attendance and workload of faculty and support staff;
- Ensure the general supervision and performance of duties;
- Arrange faculty meetings and develop an agenda consistent with curriculum development/professional development initiatives approved by the Head of School;
- Arrange for the substitution of absent teachers and support staff as needed;
- Develop the relevant Secondary School staff handbook section and ensure that faculty and support staff are familiar with their professional obligations;
- Observe and evaluate teachers and support staff and report on their professional competence;
- Inform the Head of School of any concerns about the professional competence of faculty and support staff in the Secondary School;
- Recommend the replacement or reassignment of support staff and teachers as needed;
- Recommend a short-list of candidates to the Head of School for each internally advertised job vacancy;
- Oversee the work of faculty in the development of new curriculum materials, the implementation of the curriculum and the distribution of information about the Secondary School program of studies to the parent community;
- Work closely with the IB Diploma Coordinator and Secondary staff to ensure that curriculum materials comply with the curriculum frameworks of the IB Diploma;
- Ensure that teachers adapt their pedagogy and learning activities to conform with the inquiry-based teaching and learning demanded by the IB diploma program;

- Prepare articles for faculty and parents that describe the way in which the Secondary School program and resources are being continuously improved;
- Plan and prepare parent/teacher meetings and conferences;
- Be actively involved in faculty and community events in the school community;
- Be responsive to the concerns of parents, faculty, and support staff and include the people most knowledgeable about particular concerns in seeking solutions to problems;
- Work closely with the Leadership Team to ensure that buildings and grounds are properly maintained, and that student and staff safety and security are given appropriate attention;
- Propose facility changes to the Head of School that may improve program support in the Secondary School;
- Ensure that the Head of School is kept fully informed about facility use after hours;
- Prepare and administer the educational resources, in-service/professional development and student activities budgets pertaining to the Secondary School;
- Propose staffing and resource changes to the Head of School that are consistent with qualitative improvement in the instructional program;
- The Head of School may assign additional duties and responsibilities to the Secondary Principal;
- In collaboration with the other Principal(s) and the Head of School, develop and publish a school calendar that features school-wide events and activities;
- Meet regularly with subject area teams;
- Oversee curriculum development, assist subject area Department Chairs in the implementation of the curriculum and development of course descriptions that accurately reflect course content, correlate texts and references, correlate assessment criteria and pre-requisites for further study;
- Work closely with the IB Diploma Coordinator to ensure that curriculum and assessment changes in the IB Diploma are communicated to teachers, students, and parents in a timely and unambiguous manner;
- Work collaboratively with the subject area coordinators and the IB Diploma Coordinator to develop content and correlated assessment rubrics which conform to the curriculum frameworks of the IB Diploma and simultaneously provide an appropriately balanced and academically rigorous preparation for students in grades 9 and 10 who will study IB diploma in grades 11 and 12;
- Publish articles about curriculum and assessment changes taking place in the Secondary School, and through the College Counselor keep the parent community informed about academic results and university acceptances each year;
- Meet regularly with the Student Council and Student Council Advisors;
- Establish a Back-to-School-Evening for parents in the Fall Term that enables students and parents to meet with teachers to hear brief presentations about course content, resources/references, homework obligations and assessment criteria and grading practices;
- Plan and organize at least two parent/teacher conferences per year for reporting directly to parent's information about student progress;
- Develop and implement student monitoring procedures in collaboration with the Counselor who will collate information and communicate information for classroom teachers and/or parents, as appropriate;
- Assign accepted students to a grade level and course of study consistent with aptitude, ability and aspirations for further study;
- Ensure that classroom teachers maintain accurate records of student attendance and performance;
- Ensure that when students are withdrawn, procedures are appropriately followed before the release of student records/transcripts;
- In collaboration with the Secondary School faculty, establish and maintain rules of student conduct;
- Deal with discipline referrals as needed;
- Meet regularly with the Counselor to discuss student academic/behavioral concerns;
- Oversee the preparation and distribution of report cards;

- Ensure that reports clearly show how students may modify their study habits to improve performance in different subjects;
- Encourage and coordinate co-curricular and extra-curricular trips, activities and assemblies to enrich student learning and generally promote the development of a sense of responsibility and community spirit.

DELEGATION

The Secondary Principal may delegate responsibilities to the Assistant Principal(s) as needed and to other staff where the delegated responsibilities may demand particular expertise.

SECONDARY SCHOOL ASSISTANT PRINCIPAL (MIDDLE/HIGH SCHOOL)

The Assistant Principal(s) will be responsible for working with the Secondary School Principal on the day-to-day administration of the school. The Assistant Principal(s) will also work with other administrators of the school to ensure the smooth running of the school and to formulate plans and strategies for the school's constant improvement and development. The Assistant Principal(s) will perform all duties associated with his/her position at such times and places as the Head of School may direct. The duties and responsibilities of the Assistant Principal(s) will include but not be limited the following:

- Participate in the development and management of educational programs;
- Encourage and support development of innovative instructional programs;
- Lead and monitor the continuing development and implementation of the school goals;
- Assist in the ongoing secondary school curriculum development, mapping and alignment;
- Ensure that students are adequately supervised during non-instructional periods;
- Ensure that school rules are uniformly observed, and that student discipline is appropriate;
- Conduct conferences on school issues with students, parents, and teachers;
- Organize, administer and supervise administrative detention for students;
- Plan daily activities by participating in the development and implementation of student class schedules, teaching schedules and room usage schedules;
- Develop and maintain staff supervision schedules;
- Plan and assist in emergency drill activities;
- Promote a positive caring climate for teaching and learning;
- Deal sensitively and fairly with persons from diverse cultural backgrounds;
- Communicate effectively with students and staff;
- Assist administration with staff educational growth plans;
- Conduct staff appraisals according to school protocol.

TEACHER

At Dunecrest American School each teacher is accountable for implementing the School Mission Statement and Beliefs, namely to produce reflective, responsible, independent and respectful students, who possess strong global citizenship, integrity and an appreciation for lifelong learning.

Dunecrest American School Teachers Shall:

- Create an environment of respect and rapport, engaging students actively in their own learning;
- Communicate clearly and positively, showing flexibility and responsiveness;
- Address the needs of students with different levels and types of ability;
- Use prescribed curriculum frameworks and address curricular standards;
- Use a range and balance of teaching strategies;
- Utilize developmentally appropriate instructional strategies;
- Use a variety of resources for pursuing open-ended inquiry;
- Build on what students know and their cultural heritage;
- Maintain constant awareness of the needs of second language learners;
- Provide prompt, regular and appropriate feedback to students and parents by maintaining appropriate records for each student;
- Use technology to optimize learning;
- Plan collaboratively, based on agreed curriculum frameworks, standards, and instructional goals;
- Create learning units with the end in mind (backward design);
- Build upon student prior knowledge and experience and accommodating a range of ability levels;
- Plan the use of varied and appropriate resources;
- Maintain accurate records including lesson plans and marks;
- View planning, teaching and assessing as interconnected processes;
- Use a range and balance of assessment strategies and documentation;
- Assess the levels of student's current experience and understanding before embarking on new learning;
- Base assessments on process as well as completion;
- Use assessment to guide instruction;
- Ensure the learner knows what is being assessed and how he/she is being assessed;
- Use common assessment vocabulary;
- Balance assessments to include formative and summative assessments;
- Provide anecdotal, qualitative, and quantitative feedback to students;
- Plan assessments in a timeline that prevents student overload;
- Enable students to see assessment as a means of describing their learning and involve students and colleagues in the assessment process;
- Involve students in shared reflection during and at the end of each unit;
- Make sure students fully understand how their grades are determined;
- Write reports and maintain records of regular parental contact;
- Work collaboratively with colleagues to ensure that the results of assessment provide a link to further curriculum development;
- Provide a safe environment for the student at all times, in and out of the classroom;
- Efficiently carrying out supervision responsibilities;
- Support the moral, social and emotional development of each child in our care;
- Ensure calm and sensible behavior at all times through the application of fair and consistent discipline;
- Demonstrate positive attitudes of tolerance, respect and integrity by example;
- Celebrate multicultural origins and national identities in our community;
- See that equality is observed in our school and not allowing gender or social status to intrude;
- Gain insight in students through communication and partnership with families and colleagues;
- Reflect on teaching and create an annual Professional Growth Plan.

EMERGENCY CLOSING OF SCHOOL

In the event that Dunecrest American School closes because of actions and events beyond its control, the school shall provide its professional personnel with the following compensation:

- Overseas Hire Teachers who are full time employees will receive the lesser of two monthly salary installments or the balance of the yearly salary, and an airline ticket to the nearest major airport to the home of record;
- Local Hire Teachers who are full time employees will receive the lesser of two monthly salary installments or the balance of the yearly salary;
- Upon notice of reopening, the school shall provide tickets for full time Overseas Hire Teachers so that they may return to work;
- If the school re-opens in less than two months, the period of closure is considered as a vacation.

Policy 5.270

PROFESSIONAL STAFF CONSULTING AND NON-SCHOOL EMPLOYMENT

Dunecrest American School professional staff members will not make any commitment to any other employer or organization to work on a paid or volunteer basis during the period of his/her employment without the prior written consent of Dunecrest American School.

Dunecrest American School professional staff members shall not sell any books, supplies, musical instruments, or any other materials, equipment, or supplies to any student, or parent or guardian of a student, without the prior approval of Dunecrest American School.

The work permit issued to teachers is issued for the sole purpose to work for the school for the duration of their contract.

Policy 5.290

GIFTS

It is common practice in school culture to give small gifts in appreciation of a teacher's hard work. While gifts of an appreciative nature may be accepted, staff members are urged to use caution. Gifts that are given with the possible intention of altering a teacher's judgment or actions concerning a student are not to be accepted under any circumstances. Gifts of substantial value should be reported to the Leadership Team and returned to the giver.

Policy 6.010

NEGOTIATIONS LEGAL STATUS

Dunecrest American School is not required by law to bargain collectively with professional personnel and does not recognize any group or individual as a representative of school employees.

Dunecrest American School does, however, recognize and support the principle of fairness in all matters of employment, and strives to provide the best possible working conditions and salary schedule for its employees. Compensation shall be based on education, experience and merit.

Policy 7.010

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

A sound curriculum will include consideration of religious subjects, works of literature, art, music, the lives or religious personages, the history of religious groups, the study of various religious beliefs and customs, the study of the influence of religion in history and civilization, etc., as they relate to human culture and development.

The right of each individual freely to hold his/her chosen religious beliefs and practice his/her religious customs shall be respected.

GUIDANCE PROGRAM AND TESTING

The Head of School, the School Counselor and/or individual teachers are responsible for the guidance of the students. The counselor at Dunecrest American School addresses the academic, social and the psychological needs of the students. The counselor's work is differentiated by attention to developmental stages of student growth. The counselor works with all students and parents on a confidential basis, or within a team approach. The counselor assists students through four primary interventions: counseling (individual and group), large group guidance, consultation and coordination. The counselor provides students with services to enhance personal and academic achievement and development. The counselor helps students with selection of classes each year and career awareness, personal concerns, curriculum information, study skills assistance, and college and university guidance.

If outside expertise is needed, qualified professionals within the host country community will be called in to assist. The results will be used by the School personnel to develop an individual program for the student. Any cost for outside testing will be the responsibility of the parents of the student.

The School will establish and maintain standardized testing to specific grade levels on an annual basis along with other external instruments when necessary. Results are sent home with an explanation to parents. Scores are placed in the student's cumulative record. These external tests will be used to assess the educational program of the school for purposes of reporting the overall status of the school and charting the growth of the students, grades, school and areas from year-to-year, with appropriate reports presented to the Esol Education Senior Executive Board.

| | |
|--------------------|---|
| MAP | Grades KGII-10 three times a year in Science, Math, Language Usage and Reading. As age appropriate. |
| PSAT | Grade 10 |
| TOEFL | Grade 11-12 |
| IELTS | Grade 11-12 |
| CAT4 | Grades 3, 6, 8 and all new students. |
| TIMSS 2019 | Grade 4, 8 |
| PISA | 2021 for all 15 year-old students. |
| UAE NAP ASSESSMENT | 9 th Grade |
| SAT | Grade 11-12 |
| PIRLS | Grade 4, 8 |
| GOLD ASSESSMENT | PreK, KGI two times a year. |

CURRICULUM DEVELOPMENT

The curriculum of Dunecrest American School, in accordance with the school's philosophy and its instructional goals, is closely parallel to the curriculum of the schools in the United States serving the same grade levels and is designed to prepare students for further schooling in the United States as well as in English speaking schools in other countries. In addition, the school will augment this focus with host country studies as well as the study of host country language.

The Head of School, working with the professional staff, shall be responsible for designing a curriculum for the school within the guidelines established by Esol Education. The proposed curriculum design must have Esol Education approval and once approved may be modified by the administration with major changes to be approved by Esol Education before the changes or modifications are implemented.

In keeping with the educational philosophy and the instructional objectives that have been set by Dunecrest American School, instruction is to be centered on the learning process of the individual child, with the learning of basic skills and character development as two of the school's most important goals. In developing the school's curriculum therefore, professional staff members are expected to individualize programs and to integrate the teaching and reinforcing of basic skills as well as character development in the various subject areas, and to make recommendations for curriculum content and textbook choices consistent with this goal.

In light of the changing needs of students and the ongoing process of educational research, curriculum development at Dunecrest American School shall be a continuing process. The school will maintain a five-year curriculum review cycle that will assure attention to textbook adoption and to regular review of curriculum and implementation of changes.

YEAR ONE REVIEW 2019-20

ELL
Physical Education
TOK

YEAR TWO REVIEW 2020-21

Computer Sciences

YEAR THREE REVIEW 2021-22

Visual Arts
Performing Art
Science
All relevant IBDP Policies

YEAR FOUR REVIEW 2022-23

World Languages
Social Studies
CAS
Extended Essay
Global Politics

YEAR FIVE REVIEW 2023-24

English/Language Arts
Math

The curriculum of Dunecrest American School is based on the US Common Core Standards and American Education Reaches Out (AERO) Standards.

INSTRUCTIONAL GUIDELINES AND OBJECTIVES

Dunecrest American School will strive to provide to eligible students a challenging college preparatory American curriculum with an emphasis on internationalism. The language of instruction will be English. To achieve this purpose, the administration, faculty and staff will:

- Be responsible for meeting the intellectual needs of the individual student, teaching the basic skills of learning, thinking, problem-solving and imparting knowledge;
- Work in cooperation with the home and community to master the intellectual, physical, social and emotional needs of the student;
- Base the educational program on the principle that every human being is valued and deserves the opportunity to attain his/her best self-realization as an individual and as a member of society;
- Uphold high academic standards, individually applied, to challenge each student;
- Encourage active participation and constructive self-expression by all members of the school community;
- Recognize that the transient nature of the school requires a curriculum that permits entry into the school and into subsequent schools with minimal challenges for the student;
- Reflect the international nature of the school;
- Acknowledge obligations and opportunities as an international school in our host country;
- Help students acquire a positive attitude toward learning;
- Help students acquire the greatest possible understanding and appreciation of oneself and the world around us;
- Help students prepare for and live in a world of rapid change.

To achieve these goals, the curriculum of Dunecrest American School will reflect the following guidelines:

- Be based on the Common Core Standards and where possible be modified to provide as international a perspective as possible;
- The curriculum will provide a rigorous, challenging and consistent program that will capture students' interests as well as prepare students for lifelong learning;
- The curriculum in each subject should reflect a coherent, orderly progression through the grades;
- The curriculum should be enriched by taking full advantage of educational opportunities of the host country;
- The curriculum, instructional materials and methods should be continuously reviewed by the professional staff and periodically evaluated to ensure that it meets the needs of our students and in order that it can be improved.

Policy 7.050

REVIEW OF INSTRUCTIONAL PROGRAMS

It is the policy of Dunecrest American School to review the effectiveness of the instructional program and the progress of students. The constant evaluation and updating of the school program is an ongoing process throughout each academic year. The Head of School and the Principals will supervise and coordinate all curriculum evaluation and development work in the schools. The Head of School will make periodic reports to the Esol Education Senior Executive Board concerning instruction. Dunecrest American School requires instructional improvement efforts that include adequate evaluation as the basis for recommending program changes and that a regular schedule of student assessment is established for the purpose of program planning and academic advancement.

CONTROVERSIAL ISSUES

Within the instructional program, controversial issues may arise in the normal pursuit of the school curriculum or particularly as they occur in contemporary affairs, which have political, economic, or social significance and which the students should have an opinion. The teacher should deal with any controversial topic as impartially and objectively as possible. In addition, the teacher should:

- Not intrude personal biases or prejudices;
- Handle all such topics in a manner suited to the range of knowledge and maturity of the students;
- Have teaching materials dealing with all possible aspects of the topics readily available;
- Not expect or require that the class reach an agreement;
- Be respectful to the host countries government and values.

Whenever a teacher is in doubt about the advisability of taking up a given hot topic, he/she should consult with the Head of School.

Remember that the policy of Dunecrest American School is designed to protect the teacher as well as the students from inappropriate criticism whenever students are studying a controversial subject.

LANGUAGE POLICY

INTRODUCTION/PURPOSE

Language is the primary tool of communication and learning in an ever-changing world. At Dunecrest American School we aim to develop international citizens capable of performing within and among diverse cultures. The development of language and literacy is a means to achieving this goal. Therefore, the purpose of this Language Policy is to:

- Affirm the development of language and literacy as a high priority at Dunecrest American School;
- Ensure curriculum and content are made accessible to language learners;
- Ensure the effective delivery of language instruction across the curriculum;
- Provide a standard by which to measure the effective delivery of language and content instruction.

BELIEF STATEMENTS

At Dunecrest American School we believe:

- The purpose of language learning is to facilitate effective communication and the acquisition of academic content and cognitive thinking skills.

Therefore, all language instruction at Dunecrest American School aims to develop both Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency. (Jim Cummins, Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. Working Papers on Bilingualism, No. 19, 121-129. 1979)

- The linguistic and cultural diversity of our students at Dunecrest American School is both a resource and a strength as we seek to promote the development of language proficiency.

Therefore, we aim to affirm all of our students' cultural identities and promote mutual respect among students for their unique perspectives and linguistic backgrounds.

- While English is the primary language of instruction at Dunecrest American School, it is our mission to develop students with multicultural perspectives and international-mindedness who have the skills to contribute to an increasingly globalized society.

Therefore, we promote the development of languages other than English.

- The development of literacy and cognitive thinking skills in a student's mother tongue strongly supports the development of language proficiency and thinking skills in additional languages. (Jim Cummins, Language, Power and Pedagogy; Bilingual Children in the Crossfire, 2000)
- Language is best learned when students are immersed in language-rich environments across the content areas in order to facilitate the development of both socio-cultural and academic proficiency.

Therefore, Dunecrest American School supports the development of mother tongue at School where possible and encourages parents to play a vital role in the continued development of their child's mother tongue.

OTHER LANGUAGES-MOTHER TONGUE LANGUAGES AND IB SELF STUDY COURSES

All students are encouraged to continue to learn their mother-tongue language. The school will direct parents to suitable tutors able to offer appropriate instruction, after school hours, in the required language. To the extent possible, school facilities may be used after school for parents who wish to tutor members of the student community in other languages. For students seeking to include a language not offered at Dunecrest in their IB Diploma Program as a self-study language course, the school requires that tutors must first be screened, interviewed and evaluated by the school. The IB English Teacher must also review the list of literature chosen by student and tutor. Once the school has approved the tutor and literature for the desired course, the course may be offered for IB examinations. The deadline for the submission of documents for the approval of language teachers of other languages is June 1 of the student's 10th Grade year. Language A (Group 1) school supported self-taught candidates are permitted to submit an extended essay in his or her Language A.

Therefore, teachers of language embed language instruction in relevant content and context. Likewise, teachers of content at Dunecrest American School integrate elements of language into their content instruction. Dunecrest American School will support teachers to this end, and the ELL Department and other qualified personnel will provide resources and professional development to promote language-rich environments.

- Content should be accessible to all students at their individual levels of English proficiency.

Therefore, teachers use appropriate differentiation strategies to meet the needs of their English Language Learners. Dunecrest American School will support teachers to this end, and the ELL Department and other qualified personnel will provide resources and ongoing professional development in differentiation strategies for English Language Learners.

- Assessment of content knowledge and higher-level thinking for English Language Learners should be authentic and appropriate to each student's individual level of English proficiency.

Therefore, where necessary, teachers will provide alternate means of assessment based on each student's individual level of English proficiency.

LANGUAGE SPECIFIC GUIDELINES

In grades eleven/twelve, students may take Arabic in the International Baccalaureate program at the Ab initio, Language B and Language A level classes. The IB Arabic A program demands the use of classical and Modern Standard Arabic in oral and written communication, including extensive literary analysis. The Arabic B Program is also offered as HL and SL. To the extent possible, the Ministry of Education Arabic curriculum will be aligned with the Dunecrest English and social studies curricula so that common topics and issues are reinforced in both languages. Likewise, Arabic, English and Social Studies teachers will collaborate to implement common approaches to teaching topics, themes and concepts that are included in both programs.

ENGLISH

English is the primary language of instruction at Dunecrest American School. We recognize that language instruction is the responsibility of all English-speaking faculty and staff in the School setting. Through our teaching, English becomes contextualized, purposeful, and relevant. Our focus on English helps our students to become better communicators within a diverse and changing world.

ENGLISH LANGUAGE LEARNERS

All students are required to practice English in the classroom and are encouraged to do so in recreational and organized activities during and after the school day.

For students identified as needing English language support, referred to as English Language Learners (ELL), specialist teachers are hired to work with them in a program that provides support for their successful participation in mainstream classes.

EDUCATIONAL APPROACH

The English Language Learners (ELL) program at Dunecrest American School supports non-native English speakers as they acquire and refine the language skills necessary for academic success. We provide our students with supported inclusion in the content areas as well as content-based language instruction in sheltered ELL classes. ELL specialists and mainstream teachers work together to ensure that students develop the language and understand the content of the classroom, as well as participate in the classroom activities.

ARABIC/ARABIC AS A FOREIGN LANGUAGE

Arabic and Arabic as a Foreign Language (AFL) are offered starting in KGII. Ministry of Education requirements, citizenship and student screening are factors in determining if a student will take Arabic or AFL classes. The Arabic program at Dunecrest American School from grades KGII to twelve conforms to the Ministry of Education requirements. AFL classes are offered for students with no previous Arabic or little previous Arabic language background.

In grades eleven/twelve, students may take Arabic in the International Baccalaureate program. Placement tests have been developed to help guide placement in IB Arabic courses. The IB Arabic A program demands the use of classical and Modern Standard Arabic in oral and written communication, including extensive literary analysis.

To the extent possible, the Ministry of Education Arabic curriculum will be aligned with the Dunecrest American School English and Social Studies curricula so that common topics and issues are reinforced in both languages. Likewise, Arabic, English and Social Studies teachers will collaborate to implement common approaches to teaching topics, themes and concepts that are included in both programs.

MODERN FOREIGN LANGUAGES

Modern Foreign Languages are formally introduced with French in Grade 3 and Spanish in Grade 5.

French Ab Initio, Spanish Ab Initio, French B HL/SL and Spanish B SL are all offered at our school as part of the IB Programme.

In High School, the study of French or Spanish continues with both beginner and intermediate courses. Students may enroll in French or Spanish courses whether they are following an IB track or not.

ROLE OF STAKEHOLDERS

ROLE OF HEAD OF SCHOOL

- Use English as the primary language of communication with all staff;

- Ensure that policies and procedures regarding language acquisition are developed, implemented, and regularly reviewed;
- Provide funding, facilities, leadership, and resources for the successful implementation of the Language Policy;
- Hold administrators accountable for effectively implementing the Language Policy;
- Attract and retain highly qualified and experienced administrators and teachers;
- Ensure the planning, delivery, and evaluation of effective professional development meets the unique requirements of the Dunecrest American School faculty in relation to the Language Policy.

ROLE OF ADMINISTRATORS

- Use English as the primary language of communication with all staff;
- Provide academic leadership for the school;
- Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts;
- Support teachers in their delivery of instruction;
- Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies;
- Promote a professional development model that enables collaboration concerning curriculum, instructional techniques, assessments and student progress;
- Observe teachers and provide constructive feedback, materials, planning time, and staff development opportunities;
- Promote bilingual communication with parents concerning student language development and provide translators when needed;
- Promote a co-curricular program that encourages the use and development of English.

ROLE OF ELL SPECIALISTS

- Use English as the primary language of communication;
- Work with administrators and faculty to enhance the language program across the curriculum;
- Support professional development in the practices of language across the curriculum and provide training sessions for faculty and parents;
- Nurture the articulation of thematically-integrated, language program curricula;
- Promote effective language teaching and assessment practices;
- Communicate with parents regarding language issues and the school's language program;
- Represent the school's language program to other schools and educational organizations through various means such as online guides or ELL program manual.

ROLE OF FACULTY

- Use English as the primary language of instruction (except for Modern Languages and Arabic) and social interaction in and out of the classroom;
- Acquire a professional knowledge base in second language acquisition processes, students' developmental language behaviors, and familiarity with students' language learning cognitive styles;
- Integrate language instruction with content instruction;
- Make high-level academic content instructionally comprehensible using learning strategies;
- Create classroom environments that provide opportunities for students to listen, read, speak and write through interactive activities in the content areas;
- Support and encourage language self-assessment;
- Use a variety of balanced assessment strategies to give students ongoing feedback on their linguistic and cognitive development;

- Communicate with parents regarding language issues and the school's language program;
- Hold high linguistic and academic expectations for all students;
- Build a strong home-school partnership using various means of communication;
- Emulate respect and tolerance for the languages and cultures of all while encouraging development of target language;
- Work collaboratively to develop culturally inclusive and developmentally appropriate curriculum and teaching strategies;
- Integrate appropriate technology that enhances language development;
- Select resources that are linguistically accessible and culturally inclusive;
- Teach language skills for social interaction.

ROLE OF OFFICE STAFF

- Use English as the primary language of communication;
- Facilitate communication with parents, visitors, and support staff;
- Facilitate communication with students who are beginning English speakers.

ROLE OF LIBRARIANS/MEDIA CENTER STAFF

- Provide a variety of materials in all mother tongues within the school, especially Arabic, French and Spanish;
- Support the curriculum of all languages taught in the school through the acquisition of materials.

ROLE OF PARENTS

- Have a positive attitude towards both English and the mother tongue;
- Promote the advantages of learning other languages;
- Maintain mother tongue literacy skills in the home;
- Encourage and support their children's additional language acquisition;
- Communicate with other parents to exchange ideas and reduce isolation;
- Support the expectation that students use English as the language of learning and social interaction on campus;
- Supply multilingual materials in the home;
- Be knowledgeable about language-immersion in order to support the schools' efforts;
- Be prepared to make the long-term commitments that success requires.

ROLE OF STUDENTS

- Acquire information by listening to oral presentations, interpreting print and graphic material, and observing and recording practical experiences;
- Convey information by telling stories and explaining ideas;
- Think logically through inference, hypothesis, analysis, prediction and evaluation;
- Accomplish practical tasks either individually or by collaborating in small groups;
- Make decisions by identifying alternative, evaluating evident and determining appropriate actions;
- Demonstrate respect for others by using English in social situations as well as in class;
- Develop fluency in English for all forms of communication;
- Have a positive attitude toward English, the mother tongue, and any modern language being learned.

CONCLUSION

There will be ongoing evaluation of the language program to guarantee that the students at Dunecrest American School are receiving the best education possible. The success of the program is measured by the success of our students; it is always open to improvement and will adapt as the needs of our students change.

Policy 7.080

CLASS SIZE

Dunecrest American School classes will be kept to a size that facilitates individual attention to both the more and the less able students. Dunecrest American School will do everything possible to ensure a student/teacher ratio which is in the best interest of all concerned, considering not only educational but also financial considerations.

CLASS SIZE PROJECTIONS

| | |
|------------|----|
| PreK | 18 |
| KGI-KGII | 21 |
| Grade 1 | 22 |
| Grade 2-12 | 25 |

CO-CURRICULAR AND ATHLETIC PROGRAMS

Properly planned co-curricular activities have exceptional educational value in broadening outlook, deepening social relationships, providing practical experience in various fields, offering opportunity to pursue more intensively areas of a particular talent and interest, providing a means outside the curriculum for students to gain the satisfaction of superior performance, fostering school spirit and morale and adding to the pleasure of students educational experience.

The scope and variety of co-curricular activities may vary from year to year. Continuity shall be encouraged in the major areas of extra co-curricular activity, e.g. student publications, drama, athletics, and the arts. A portion of the school day may be scheduled by the Head of School for co-curricular activities.

Students must maintain satisfactory academic progress in all courses to be eligible for co-curricular activities. For a student to be able to participate in team competitions, he/she must not be carrying an "F" in any class. The student has an opportunity to design a plan of improvement with all teachers affected. Grades will be reviewed on a weekly basis. Ineligible students must secure a progress report form each of those teachers and personally bring it to their coach/advisor. It is not the responsibility of the coach/teacher/advisor, to gather these reports. This policy includes all athletic teams, clubs and other co-curricular activities.

TEXTBOOK, LIBRARY RESOURCES, SOFTWARE AND OTHER INSTRUCTIONAL MATERIAL SELECTION

The Head of School and his professional staff are responsible for the selection of all printed and published materials used in the school. Dunecrest American School delegates authority to the professional staff to evaluate textbooks, library resources, and other instructional materials with the expectation that the Head of School will recommend to Esol Education the texts and other materials, which the staff believes are necessary to meet the goals and objectives of the curriculum.

The selection of textbooks, library resources, software, and other print and non-print instructional materials shall support and be consistent with the general educational goals of Dunecrest American School and according to host country laws. This selection policy reflects and supports principles of intellectual freedom described in the “Library Bill of Rights” (ALA), “Freedom to Read” (ALA and AAP), “Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights” (AASL), and the “Statement of Intellectual Freedom” (AECT). The materials selected shall:

- Provide teachers and students with reference and supplementary materials that will support and enrich the curriculum.
- Enable and encourage students to develop further their full potential as creative and responsible individuals by meeting and stimulating the greatest possible diversity of interest and abilities. If a book deals with sensitive problems and issues, it should present and encourage examination of more than one point of view so that students may develop the practice of analytical reading and thinking. For that reason, materials should show a variety of religious, political, ethnic, and cultural values. Care must be taken that materials are not "racist" or "sexist."

To fulfill these two basic functions, efforts shall be made to provide easy access to a centrally catalogued and comprehensive collection of a variety of materials at appropriate levels of difficulty to meet the goals and objectives of the School and:

- Evoke a love of reading and learning that will assure a source of continuing self-education and personal enjoyment.
- Develop reading skills as well as literary and aesthetic skills.
- Encourage students to locate, use and evaluate as much material as possible on opposing sides of controversial issues so that they may develop, under guidance, the practice of critical examination and thinking.
- Fairly represent the many religious, ethnic and cultural groups of the school community and their contributions to the various heritages.

The criteria for selection of materials:

- Meets the needs of the school, its courses, and the needs of individual students.
- Includes a wide range of materials on all levels of difficulty, characterized by diversity of appeal and a presentation of different points of view.
- Represents high artistic quality of superior formats.
- Insures the qualities of factual accuracy, authoritativeness, balance and integrity.
- Provides for the needs of all learners.
- Chosen materials are backed by a current body of educational research.
- Meets the requirements of host country laws and customs.

- Meets in general, instructional materials should be chosen that will enrich and support the curriculum, stimulate growth in factual knowledge, enhance literary appreciation, and help students define ethical standards that will enable them to make intelligent judgments.

METHODS OF SELECTION

- Authoritative selection aids shall be used regularly by the professional staff. These shall be standard guides that are reputable, unbiased and professionally prepared.
- Personal examination and evaluation of materials shall be made by the professional staff.
- Gifts for the library will be accepted with the understanding that only those materials, which meet regular selection criteria, will be added to the school's resources.
- Selection is an ongoing process which should include the removal of materials no longer appropriate or accurate and the replacement of lost and worn materials still of educational value.
- Criteria for the removal of materials may include:
 - Materials having inaccurate or outdated information.
 - Materials depicting negative role stereotypes.
 - Materials no longer useful for curricular support or recreational reading.
 - Materials not circulated for a number of years.
 - Materials in poor physical condition.

FIELD STUDY

Dunecrest American School encourages its staff and students to take advantage of field study and the educational value of field study/work. The School encourages the integration of field study in the educational function at all grade levels.

Field study should be related to the curriculum and preceded by the appropriate preparation in order to promote an activate interest of the students and enable them to draw from the greatest learning experience.

Cost of the field study trip, which includes transportation fees and food, is the responsibility of the parents. The parent permission form shall include the total cost of the field study, and an explanation and purpose of the field study. Any field study where the students leave campus must be approved by the Principal and the Head of School.

All precautions for safety will be taken prior to and during the field study. Before parents and students are notified of plans for a field study trip, the teacher must discuss the plans with the Principal and receive initial approval to proceed.

Teachers should not discuss field study trips with students (especially those for which parents will be asked to pay) until they have been fully approved by the Head of School.

The costs for the chaperones and other relevant expenses should be included in the costs paid by the students. When planning for out-of-town field study trips, teachers should plan one chaperone for each ten students. If meals are not included in the trip itinerary, meals and expenses will be reimbursed against presentation of receipts up to \$50 a day.

Prior to the beginning of the school year, the Principals will present to the Head of School a schedule of field study trips for approval.

Students may participate in field study, athletic and/or cultural, for a total of ten school days. Total includes athletic and cultural activities as well as tournaments and conferences (e.g. Athletic, MUN) hosted by the school.

In case classroom teachers determine that a student's behavior, attendance or academic performance does not warrant him/her to participate in a field study trip, the classroom teacher may recommend to the Principal that the student will remain at school to do their work. This work will be done in a classroom under the supervision of a colleague.

STUDENTS MUST MEET THE FOLLOWING REQUIREMENTS TO PARTICIPATE IN AN OUT OF TOWN FIELD STUDY TRIP

- Be passing all classes. (No F's).
- Be on target for graduation with respect to credits.
- Verification by Principal as to good behavior.
- Verification that the student has good attendance.
- Tuition Fees must be current.

All financial aspects of field study or activities hosted should be handled exclusively by the Business Office, including students' contributions, registration fees from participating schools, negotiations and payment

of air fares, bus transportation, hotel bills, catering, etc. Teachers and students should in no way be involved in collecting funds and making financial arrangements.

STUDENT RESPONSIBILITIES ON FIELD STUDY TRIPS

- Students are reminded that a field study trip is an extension of the school day and all school policies and rules apply.
- Students are required to wear their school uniform unless given permission not to do so by the Principal.
- During free time students must be in groups of two or more.
- During overnight trips no male students may ever enter a female student's room and no female students may ever enter a male student's room.
- The curfew will be set by the field study sponsor and will not be open to negotiation.
- Students must be in their rooms at curfew time and no students will be allowed to leave their assigned rooms after curfew.
- The field study sponsor may set additional rules and regulations to address the idiosyncrasies of specific trips or locations. Students must comply with these rules and regulations.
- Students participating in a field study trip are expected to be in full attendance on the school day following the field study trip. Failure to do so may result in being declared ineligible to participate in future field study trips.
- Students must travel both to and from the field study trip location under the supervision of a chaperone. Requests to do otherwise will only be considered if they have permission from the Principal at least one day prior to the beginning of the field study trip who will have confirmed this with the parent by phone or in person.

CHAPERONE DUTIES AND RESPONSIBILITIES ON FIELD STUDY TRIPS

- Chaperones will comply with all school policies and regulations.
- Chaperones first and foremost responsibility is the safety and security of the students in their care.
- Chaperones will dress appropriately for the specific location and activity.
- Chaperones will not consume alcoholic beverages for the duration of the field study trip.
- Chaperones will not smoke in public places or locations where students may see them.
- On overnight field study trips, chaperones are on duty 24 hours a day and must be available to handle any emergencies that might arise at any time.
- On overnight field study trips there will be an appropriate ratio of male and female chaperones consistent with the gender composition of the student group.
- When interpretation of a policy or regulation is required, the field study trip sponsor's decision is final.
- Chaperones have the authority to invoke appropriate disciplinary measures as needed.
- In case of serious disciplinary issues or emergencies, the field study trip sponsor's immediate supervisor should be contacted. All chaperones are required to carry with them a list of emergency contact telephone numbers including the Assistant Principal, Principal and the Head of School.

FIELD STUDY PROCEDURES

Below are the steps to book your field study trip:

- Check Dunecrest Calendar for date availability.
- Check the availability of the place you intend to visit.
- Complete the [Field Study Trip Request](#).
- Teacher will verify transportation needs, availability and costs with the Business Manager.
- If the field study is approved by the Principal and Head of School:
 - Administrative Assistant will place on Dunecrest Calendar.

- Sponsor will confirm/book field study with destination.
- Copies of Approved Request form will be given to:
 - Field Study Sponsor
 - Business Manager
- Permission slip is created through Schools Buddy (if assistance is needed please see IT Help Desk). Signed copies of all the parental approval must be on record at school before a student may participate. Needed items include but not limited to: Field Study details, costs (if applicable) and payment process/timeline (if applicable).
- Prior to field study please complete the following:
 - Notification of Specialist Teachers.
 - Make arrangement for any class coverage, duty coverage, etc.
 - Review PowerSchool to ascertain any special medical alerts for students participating with the field study. If any of the students on a field study trip have specific medical issues, teachers and chaperones must be aware and bring the necessary medical supplies (i.e. Epi pens, medications such as insulin, etc.).
 - Request and obtain a first aid kit from the clinic.
 - Ensure that all student permission slips and payments have been made.
 - Ensure all school contact information is readily available (i.e. administrator mobile numbers, etc.).
 - Ensure that all students travelling have the necessary travel insurance for the trip.

In addition to above the following items are required for international trips:

- An official letter from the Principal of the school to the Ministry of Foreign Affairs informing them of the school's intended trip to the country concerned.
- The following must be submitted to KHDA (for information and record only) at least three days prior to the trip:
 - The contact person (name and number) for the trip, as provided to the parents.
 - A list of all the students and supervisors on the trip.
 - For the duration of the trip, the school's local contact in Dubai that KHDA can reach in case of need.

ASSESSMENT POLICY

THE PURPOSE OF ASSESSING, EVALUATING, AND REPORTING AT DUNECREST AMERICAN SCHOOL

Regular assessment of student performance is primarily intended to improve student learning. At Dunecrest American School, our assessment principles are in line with the spirit of the IB Programme and aligned with our school's mission, vision, and Pillars. Information gathered through assessment helps teachers to determine students' strengths and areas for growth in the achievement of expectations in each subject and in each grade. Assessment is an integral component of all teaching and learning. It has a positive impact on student motivation, well-being and self-awareness as learners. Assessment provides regular feedback on the learning process for students by allowing them to demonstrate their learning through a variety of different activities including assignments, day-to-day observations, conversations or conferences, demonstrations, projects and performances, that accurately reflect how well a student is achieving the expectations in a subject. The data obtained from assessment is used to inform teacher planning and classroom practice; to update parents on their children's learning, and to provide feedback for students on their learning progress.

WHAT IS EFFECTIVE ASSESSMENT

- Information that directs and engages the learner in a process of self-reflection and helps the learner answer three questions:
 - What have I learned?
 - What more do I need to learn?
 - How do I reach the next level of learning?
- Is planned, purposeful and meaningful.
- Involves students and teachers working in a collaborative setting.
- Informs planning, teaching and reporting.
- Gathers information about individuals and groups of students.
- Is accessible to all learners.
- Should be used to provide feedback to students, teachers and parents on the learning process.
- Differentiates via additional scaffolding.
- Uses summative tasks that are assessed against school-based criteria to ensure continuous assessment and feedback of students' performance.
- Evidence of learning can be demonstrated through process and/or product and shown through the use of digital portfolios, student work, displays, performance and conversations.
- Practices should include student and teacher reflection and goal setting for next steps in learning.
- Includes discussion of the assessment criteria with students in advance via assessment rubrics, including task-specific clarifications and common command terms.
- Ensures that students receive timely and meaningful feedback to inform and improve their learning

At Dunecrest, assessment will be the process by which students, teachers and parents are able to make judgements that allow them to monitor the attainment and progress of the students at the school. Assessment will also be used by the teachers to evaluate the learning experience, improve their planning, diagnose each students' difficulties in learning, and celebrate their success. Assessment will enable teachers to differentiate classroom instruction, to meet the individual needs of each child and ensure that all students are making progress.

AT DUNECREST AMERICAN SCHOOL WE RECOGNIZE THAT STUDENTS

- Are actively involved in the assessment process through self-assessment, reflection on feedback and goal setting.
- Have different cultural experiences, expectations and needs.
- Perform differently according to the context of learning.
- Need to know their achievements and areas for improvement in the learning process.
- Should receive timely feedback that is constructive and expressed positively.

ASSESSMENT FOR LEARNING

Assessment for Learning provides students an opportunity to demonstrate knowledge, understanding and skills prior to learning which will inform and guide the teaching and learning approaches and strategies thereafter.

ASSESSMENT AS LEARNING

Assessment as Learning is assessment practice that is ongoing and provides evidence of students' knowledge, skills and conceptual understanding throughout the teaching and learning process. Assessment as Learning also provides teachers with the opportunities to reflect on the effectiveness of their teaching and learning approaches and strategies.

ASSESSMENT OF LEARNING

Assessment of Learning is planned in advance and designed to enable student's opportunities to demonstrate their understanding and development of skills. Assessment of Learning opportunities also allow teachers to reflect on the effectiveness of their teaching and learning approaches and strategies.

FEEDBACK AND REPORTING

At Dunecrest American School we believe that regular and timely feedback and reporting through both assessment as learning and assessment of learning is the most effective way to support learning. Such feedback helps students reflect on their learning and set goals for next steps and provides the opportunity for dialogue between students, teachers and parents to discuss learning strengths and areas to develop.

ASSESSMENT

Dunecrest American School will utilize the following criteria with assessment and grading that make it effective:

- It is criterion referenced, using rubrics which provide clarity for learners and facilitates a 'no secrets' approach to teaching and learning.
- There are clear learning targets.
- Effective feedback in the form of both formative and summative is given.
- Promotes a 'Growth Mindset' towards learning.
- Achievement and Behavior are reported separately.

ASSESSMENT IN THE INTERNATIONAL BACCALAUREATE PROGRAM

- The Dunecrest Mission Statement outlines several learner outcomes that are important to our school community and consistent with the implementation of our Academic Honesty Policy.

INTEGRITY

The School wishes to inspire students to value integrity.

EXCELLENCE

The School wishes to inspire students towards excellence.

RESPONSIBILITY

The School wishes to create socially responsible world citizens.

- “The IB learner profile is the IB mission statement translated into a set of learning outcomes. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the educational programs, the culture and ethos of all IB Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.” *Taken from the IB Learner Profile booklet © International Baccalaureate*

Two of the learner attributes are as follows:

- **PRINCIPLED:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Students take responsibility for their own actions and the consequences that accompany them.
- **REFLECTIVE:** They consider their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. *Taken from the IB Learner Profile booklet © International Baccalaureate* In support of this mission as an IB School.

Students that enter into the International Baccalaureate Diploma Program will be assessed based on the criteria provided by the program.

STUDENTS SHOULD HAVE ACCESS TO CLEAR LEARNING OBJECTIVES

- Learning objectives are standards that are unpacked into what students need to know, understand and are able to do. (Knowledge, concepts, skills)
- Learning objectives need to be written in student-friendly language.
- Learning objectives are used so that students understand what they are learning and have ownership in the learning process.
- Learning objectives can be written in a variety of ways: as a question, or using an I can statement etc. Teachers may also use an inquiry-based approach towards unpacking the learning objectives.
- Success criteria can accompany the targets to explain how learning may be reached.
- Assessment is solely linked to where students are in relation to the standards.
- Students need access to these objectives and should be regularly self-assessing against the objectives.

ASSESSMENT IS ONLY USEFUL IF IT INCLUDES THE EFFECTIVE USE OF COMMUNICATION

- Effective feed-forward can be qualitative and quantitative.
- Qualitative feed-forward can be verbal, however as much as possible it is important to document what this might look like.
- Assessments are entered into the gradebook as evidence that feed-forward has taken place with the student and they have been given the opportunity to improve their learning.
- Feed-forward should be specific. It should focus on what the students have done well in relation to the standards that you are teaching and identify what their ‘next steps’ are.
- Feed-forward needs to be timely if it is going to impact learning.

ASSESSMENT NEEDS TO INCLUDE STUDENT INVOLVEMENT

- Self-assessment/Self-reported grading of learning targets will be used at multiple points throughout the units.
- Peer assessment is an integral part of students using assessment for learning.
- Students will be involved in tracking, reflecting on, and sharing their own learning progress through the use of portfolios and goal setting processes.

STUDENTS ARE EXPECTED TO

- Be on time for class, be prepared with all necessary materials.
- Respect others' right to learn and teachers' right to teach.
- Submit work on time and follow all deadlines throughout the process.
- Present work neatly.
- Keep track of assignments and deadlines.
- Seek assistance from teachers as needed and to attend tutorials when needed.
- Read and understand the Grading Policies, Academic Honesty Policy and all other policies relating to assessment.

TEACHERS ARE EXPECTED TO

- Follow the Grading Policies and implement the Essential Agreements on Assessments.
- Provide adequate time for students to complete any given assessment task.
- Provide adequate access to materials necessary for the successful completion of any assessment task.
- Analyze assessment data to identify patterns of individual performance and needs.
- Show an awareness of the diversity of learning styles of the class by using a variety of assessment and teaching strategies.
- Work with the learning support provider to design assessments that will effectively assess the learning of students with specific learning needs.
- Be available to tutor students.

FORMATIVE ASSESSMENT

Assessment that is used on a continual basis throughout the learning process. It involves constructive feedback for students designed to help improve learning before any summative grading takes place.

EXAMPLES OF FORMATIVE ASSESSMENT

- Anecdotal Records
- Running Records
- Graphic Organizers
- Exit/Admit Slips
- Conferences
- Observations
- Questioning
- Discussion
- Peer/Self-Assessments
- Visual Representations
- Think-Pair-Share
- Journal Writing
- Practical Experimental Work

SUMMATIVE ASSESSMENT

Assessment of learning that occurs throughout the course. This gives students an opportunity to demonstrate achievement and will be reported in the gradebook.

EXAMPLES OF SUMMATIVE ASSESSMENTS

- Tests

- Quizzes
- Exams
- Unit Projects
- Essays
- Research Projects
- Performance-Based Assessments
- Oral Examinations and Presentations
- Lab Reports
- Group Projects

RUBRIC

A rubric is an evaluation tool or set of guidelines used to promote the consistent application of learning, or to measure their attainment against a consistent set of criteria. Rubrics clearly define academic expectations for students and help to ensure consistency in the evaluation of academic work from student to student, assignment to assignment, or course to course.

ACADEMIC HONESTY POLICY / HONOR CODE

Dunecrest seeks to promote honest and ethical practices in all areas of the school. Accordingly, the following is a policy adapted from *IB Academic Honesty* (© *International Baccalaureate*).

Students at Dunecrest American School must commit to upholding the highest standards of academic honesty and integrity. Responsibility for ensuring that all students are following ethical procedures is twofold:

- It is the responsibility of the subject area teacher to instruct students in how to conduct their academic work appropriately.
- It is the responsibility of the student to follow all guidelines of academic honesty, to avoid academic malpractice, to exhibit excellence as part of CREST, and to uphold the IB Learner Profile Traits, especially that of being principled.

Dunecrest American School and IB define academic malpractice as:

- Behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice includes:

- **PLAGIARISM**

Describes a situation where a student uses words or ideas from someone else without giving that other person credit.

- **CHEATING**

Describes a situation where a student submits work that is not entirely his/her own individual work.

- **COLLUSION**

Working on an assignment with other students and then submitting very similar individual works or allowing another student to use one's work and/or data and submitting it as their own.

- **DUPLICATION OF WORK**

Defined as the presentation of the same work for different assessment components and/or diploma requirements.

EXPECTATIONS

Teachers and parents will promote these expectations in school and at home:

- Students will do assigned work individually.
- Students will answer tests and quizzes without communicating with other students and without using any notes or other aids unless approved by the teacher.
- Students will properly cite any research taken from the Internet or other publications.

EXAMPLES OF PLAGIARISM, CHEATING AND COLLUSION

- Using words found on the Internet or in a book or other publication without placing the words in quotes and giving credit to the original author.
- Copying in part or in whole another student's homework or assignment.
- Giving homework or an assignment to another student to copy.
- Receiving or passing information during an exam, test or quiz.
- Using unapproved notes or other aids during an exam test or quiz.
- Unless the teacher has specifically asked for collaboration, students should work on their work individually and submit work that is entirely their own.
- Fabricating data for an assignment.

CONSEQUENCE OF PLAGIARISM, CHEATING OR COLLUSION

- Teacher and/or Administrator discusses with student for confirmation.
- Teacher files a report with the Administration.
- Administrator informs parents about the occurrence and holds a meeting with student and parents.
- The student is placed on behavioral probation and may serve in school suspension or Saturday School.
- Plagiarized/Colluded sections of work will not be taken into consideration when the work is graded. The work will be graded using the set criteria for the task. An original piece of work must be submitted within 24 hours.
- Any IB Diploma student with a second academic honesty infraction will face removal from the program.

CIRCUMSTANCES THAT WILL TRIGGER AN INVESTIGATION BY IB

- The IB coordinator informs the Assessment Division, IB Global Centre, Cardiff, that academic misconduct may have taken place during an examination.
- An examiner reports possible plagiarism or collusion.
- A sample of assessment material randomly submitted to plagiarism detection software(s) (by the Assessment Division, IB Global Centre, Cardiff) reveals that the work of a candidate may not be entirely authentic.

In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate. In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities.

THE INVESTIGATION PROCESS

If the IB starts an investigation into academic misconduct, the coordinator is informed by email. The IB requires the coordinator immediately to inform the Head of School of the investigation. The IB will include full instructions for the investigation, including the steps to be taken by the coordinator, statement templates, etc., with the email. The evidence is then considered by the academic honesty sub-committee of the final award committee and the outcome is decided.

If an allegation of a breach of IB regulations is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way. If the final award committee decides that the evidence of academic misconduct is insufficient, the results will be confirmed, and a grade will be awarded in the usual way. In all cases where the final award committee has established a breach of regulations, the Head of School will be informed by email of the decision reached by the committee. The correspondence will be copied to the school's Diploma Programme Coordinator,

appropriate IB staff and the chair of the examining board. The final award committee, or its sub-committee, has full discretion to make these decisions.

Excerpt from the Diploma Program: General Regulations, which states: Article 9: Responsible and ethical behavior. “Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Program and examinations. In particular candidates must avoid any form of malpractice.”

The International Baccalaureate (IB) may impose sanctions as well. These sanctions may include:

- A warning.
- Marks may be deducted, or no marks awarded.
- Students may be disqualified from one or all courses.
- Student may be prevented from entering examinations for up to five years and other examination bodies informed of the malpractice and likewise debarred.
- Any other sanction at the discretion of the IB Malpractice Committee.

ADDITIONAL GUIDING MATERIAL ON PLAGIARISM

Plagiarism describes a situation where a student uses words or ideas from someone else without giving that other person credit. Plagiarism may be intentional or not. The following chart, adapted from the OWL (Online Writing Lab) at Purdue University, gives examples of actions that would be considered deliberate plagiarism, and those that may possibly be accidental.

| <i>Deliberate Plagiarism</i> | | <i>Possibly Accidental Plagiarism</i> | | |
|---|---|--|--|---|
| Downloading a paper or major passages of text from the web while representing the work as your own. | Copying a paper from another student or hiring someone to write your paper while representing the work as your own. | Copying from a source without giving credit. | Building on someone’s ideas, such as the points of an argument, without giving credit. | Using a source to closely paraphrase without giving credit. |

GROUP WORK

Responsibility for authentic work will be assigned by the teacher at the beginning of each group work project. At the beginning of each group work project the teacher will announce to students how responsibility for the authentic work will be assigned. The teacher will make one of the following declarations:

EITHER

- Each student in a group will be responsible for the authenticity of all aspects of their group’s work. All students will share the consequences for plagiarism of any part of the group work assignment.

OR

- Each student will undertake a specific element of the group work assignment. Only the student assigned to a particular aspect of a group work assignment will be responsible for its authenticity. Only that student will have consequences if that part contains plagiarism. Other group members will not be penalized for plagiarism outside of their own part of the project.

Whether deliberate or not, plagiarism may call your work into question. In order to avoid plagiarism, it is important to give your sources credit by documenting your sources.

SOME THOUGHTS FOR STUDENTS ON AVOIDING PLAGIARISM

- Respect your own ideas and build on them. Your own thinking should be the foundation for your writing.
- Read for understanding:
 - If you understand what you have read, you will be able to restate main ideas, ask questions, agree or disagree, form an opinion.
 - Try to read your texts at least two times as you read for understanding.

PRACTICE ACTIVE NOTE TAKING

- Identify main ideas, keywords.
- Use phrases not full sentences.
- Use active verbs as you record points of information.
- Organize your notes in visual ways (highlighting, color coding).
- Document your sources at the time you are taking notes.

BEFORE YOU WRITE

- Understand the requirements of the assignment.
- Think of original ways to present information or of treating the subject at hand, if appropriate.
- Write without your notes to see where your thinking is taking you.
- Develop an arguable question to guide the direction of your paper (Discuss with your teacher).
- Construct a framework for your writing: an outline or thinking map.

SELECT QUOTATIONS CAREFULLY

- If the words are memorable.
- If you are using specialized terminology.
- If you are referring to a literary passage.
- If the quotation provides a critical example that advances your argument substantially (but consider paraphrasing instead).
- Keep the quotations brief.
- Remember, your own thinking should be the foundation for your writing.

WHAT TO DOCUMENT

- Words you quote directly from any source.
- Paraphrases of any source.
- Ideas borrowed from others (such as the points of an argument or the thoughts of a critic about a piece of literature).
- Charts, diagrams, illustrations taken from another's work.

HOW TO USE YOUR QUOTATIONS

- Integrate short quotations into the text of your essay using quotation marks and in-text citation format.
- Introduce longer quotations with a colon (no quotation marks). Double-space and indent the block of text and use in-text citation format.

HOW TO DOCUMENT

- Credit your source in the body of your essay (“In this essay...” or “According to...”).
- Use in-text citation format, footnotes, endnotes as directed by your teacher.
- Create a bibliography or works cited page as directed by your teacher.

This document was written with some reference to ideas on the OWL site, and after reading parts of Rooke, Constance. The Clear Path: a guide to writing English essays. Toronto: Nelson Canada, 1995. In addition, some information was taken from the Diploma Programme: From principles into practice (2015).

HONOR CODE

Dunecrest American School students will conduct themselves in an honorable, trustworthy, and ethical manner at all times. In keeping with the highest standards of Dunecrest American School students will be truthful, will be academically honest, and will respect the property of others. The Dunecrest American School Honor Code stresses the importance of integrity, honor, and ethical behavior for every student. The teachers and staff will stress, in their words and actions, the importance of a person’s honor and reputation, and we will expect our students to live by the high standards set forth in the code. Dunecrest American School Secondary School students are expected to serve as role models for younger students and demonstrate integrity, honor, and moral fortitude in their words and actions.

All forms of academic dishonesty will receive the same consequences, regardless of the nature of the assignment for which the offense occurs. Cases of academic dishonesty include but are not limited to: talking during a test, quiz, or exam, copying word for word essays or parts of essays (or articles) without using quotations and crediting source, sharing work with others, presenting written work without any citations or crediting author of an idea and possession of the means to cheat. Homework, tests, quizzes, exams, essays, research papers, and in class work will all be treated equally.

DUNECREST AMERICAN SCHOOL HIGH SCHOOL HONOR CODE

As a student of Dunecrest High School, I accept the following consequences if I choose to violate the Honor Code.

FIRST OFFENSE

- The Dunecrest Administration is informed.
- The student meets with the Dunecrest Administration and this policy is revisited.
- The infraction is documented in PowerSchool.
- The student contacts his/her parents to inform them of the infraction and a meeting is scheduled with the Dunecrest Administration.
- The student could earn up to one day of in school suspension and be placed on behavior probation.
- The student’s enrollment status is in jeopardy.

SECOND OFFENSE

- The Dunecrest Administration is informed.
- The student meets with the Dunecrest Administration and this policy is revisited.
- The infraction is documented in PowerSchool.
- The student contacts his/her parents to inform them of the infraction and a meeting is scheduled with the Dunecrest Administration.
- The student earns two days of in school suspension and be placed on behavior probation.

- The student is placed on final behavior probation and the student's enrollment status is in serious jeopardy.

THIRD OFFENSE

- The Dunecrest Administration is informed.
- The student meets with the Dunecrest Administration and this policy is revisited.
- The infraction is documented in PowerSchool.
- The student contacts his/her parents to inform them of the infraction and a meeting is scheduled with the Dunecrest Administration.
- The student earns five days out of school suspension.
- The situation is referred to the Director and the student's enrollment is recommended for discontinuation.

DUNECREST AMERICAN SCHOOL MIDDLE SCHOOL HONOR CODE

As a student of Dunecrest Middle School, I accept the following consequences if I choose to violate the Honor Code.

FIRST OFFENSE

- The Dunecrest Administration is informed.
- The student meets with the Dunecrest Administration and this policy is revisited.
- The infraction is documented in PowerSchool.
- The student contacts his/her parents to inform them of the infraction.

SECOND OFFENSE

- The Dunecrest Administration is informed.
- The student meets with the Dunecrest Administration and this policy is revisited.
- The infraction is documented in PowerSchool.
- The student contacts his/her parents to inform them of the infraction and a meeting is scheduled with the Dunecrest Administration.
- The student earns four hours of Saturday School.

THIRD OFFENSE

- The Dunecrest Administration is informed.
- The student meets with the Dunecrest Administration and this policy is revisited.
- The infraction is documented in PowerSchool.
- The student contacts his/her parents to inform them of the infraction and a meeting is scheduled with the Dunecrest Administration.
- The student earns eight hours of Saturday School.
- The student is placed on behavior probation and the student's enrollment status is in jeopardy.

FOURTH OFFENSE

- The Dunecrest Administration is informed.
- The student meets with the Dunecrest Administration and this policy is revisited.
- The infraction is documented in PowerSchool.
- The student contacts his/her parents to inform them of the infraction and a meeting is scheduled with the Dunecrest Administration.
- The student earns two days of out of school suspension.

- The student is placed on final behavior probation.
- The situation is referred to the Head of School and the student's enrollment status is in serious jeopardy.

GRADING AND REPORTING STUDENT ACHIEVEMENT

Reporting to parents will be done through the PowerSchool educational management system. Within PowerSchool there is the provision of a grade book, and the ability to create an extended format report card for parents. The grade book tool will be an expectation for all teachers. It will be kept open so that parents may have the most current information on their child's progress. Effort and behavior will be reported separately based on internally established criteria. Parent conferences will take place two times per year.

Every term, parents will receive feedback on their son/daughter's academic progress. Outside of scheduled teacher conferences parents who have any questions about their son or daughter's attainment in a particular subject will be encouraged to contact the relevant teacher by email. If parents are concerned about progress or attainment in a range of areas, they will be encouraged to contact the class or subject teacher in the first instance. The school will contact a parent following an assessment period if the child's teacher and the relevant member of the school leadership team are concerned about their son or daughter's progress in a range of areas.

As a follow up to the issuing of report cards, the school will review the pattern of grades and compare the internal vs external data to ensure consistency. This may affect the school's curricular review cycle if inconsistencies are noted. Additionally, school counselors will track individual student progress through a 'Child Study Team.' Those students whose grades have dropped will be monitored and if necessary, parents will be called to discuss next steps in support.

Through assemblies, students who have made significant progress in their learning or have attained at a high level will be recognized and given awards as appropriate. In the elementary and middle school these awards will be given through teacher nomination, in the high school, GPA will determine honor-roll placement and recognition, and teachers will nominate students for demonstrating exceptional growth.

Parents will be informed of their child's achievements and invited to attend the recognition celebrations at the school. The main philosophy of Dunecrest will be to embrace parents as partners in their children's learning journey.

It is the philosophy of Dunecrest American School that students will respond more positively to the opportunity for success than the threat of failure. Dunecrest American School shall seek to make achievement both recognizable and possible for the student.

Dunecrest American School recognizes that any grading system, however carefully devised and applied, is subjective, but the school urges all teachers to conduct student evaluations as objectively as possible. Teachers will further ensure that the grading system is fully explained to students and parents in a timely fashion.

The Grading System includes:

- Semester Examinations at the High School Division;
- Reporting Student Performance;
- Progress Reporting;
- Attendance Requirements for Grades;
- Letter Grade Distribution.

Grading systems will follow US curricular models and be developmentally appropriate for each division of the school.

Grading in the Early Childhood Center, PreK and KGI, will follow the ‘Gold Assessment System’ which supports the approach to learning from the Creative Curriculum. The assessment system uses a variety of online tools to gather and organize meaningful data, including online portfolios where children’s work can be stored.

Gold assessment creates a developmental profile for each child and generates reports based on the Creative Curriculum learning which are measured against appropriate child developmental milestones.

Grading in KGII to Grade Four, will follow a standards-based grading model. Learning will be assessed against grade level standards and benchmarks through the use of performance descriptors. Learning will be reported as follows:

| | |
|---------------------|--|
| Expert | Consistently demonstrates extensive/extended knowledge and understanding of content and concepts. Communicates learning with a high degree of clarity and accuracy, makes insightful connections and independently applies skills in new situations to create high quality, original work. |
| Practitioner | Consistently demonstrates proficient knowledge and understanding of content and concepts. Communicates learning with a high degree of clarity and accuracy. Consistently applies skills and makes multiple connections in order to create high quality work. |
| Apprentice | Demonstrates knowledge and understanding of content and concepts. Communicates learning with clarity and accuracy. Applies skills and makes connections in order to create high quality work. |
| Novice | Demonstration of knowledge and understanding of the required content and concepts is inconsistent. Learning is not yet communicated with clarity or accuracy. Additional support and development are needed in order to meet grade level standards. |
| Did Not Demonstrate | Did not demonstrate knowledge and understanding of the required content and concepts. Did not communicate learning with clarity or accuracy. Did not apply skills, and/or work is partially complete or of poor quality. |
| Incomplete | Assessment is incomplete or not submitted. |

Grading in Grades Five through Eight, will follow a traditional grading model which uses a letter grade for reporting purposes.

| | | |
|--------|---|--|
| Expert | A | Consistently demonstrates extensive/extended knowledge and understanding of content and concepts. Communicates learning with a high degree of clarity and accuracy, makes insightful connections and independently applies skills in new situations to create high quality, original work. |
|--------|---|--|

| | | |
|---------------------|---|--|
| Practitioner | B | Consistently demonstrates proficient knowledge and understanding of content and concepts. Communicates learning with a high degree of clarity and accuracy. Consistently applies skills and makes multiple connections in order to create high quality work. |
| Apprentice | C | Consistently demonstrates proficient knowledge and understanding of content and concepts. Communicates learning with clarity and accuracy. Applies skills and makes connections in order to create high quality work. |
| Novice | D | Demonstration of knowledge and understanding of the required content and concepts is inconsistent. Learning is not yet communicated with clarity or accuracy. Additional support and development are needed in order to meet grade level standards. |
| Did Not Demonstrate | F | Did not demonstrate knowledge and understanding of the required content and concepts. Did not communicate learning with clarity or accuracy. Did not apply skills, and/or work is partially complete or of poor quality. |
| Incomplete | I | Assessment is incomplete or not submitted. |

Grading in the high school will assign percentages for work which are linked to letter grades using the following equivalency table.

| Percent | Letter Grade | 4.0 Scale |
|----------|--------------|-----------|
| 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 |
| Below 65 | D- | 0.5 |
| Below 60 | F | 0.0 |

Students will receive an additional 0.25 added GPA weight for IB courses.

HOMEWORK

Our drive to instill bold curiosity and diligent effort is the hallmark of Dunecrest American School. We strive to promote our students' desire to pursue their highest potential, and to empower them with the means to achieve it. We want students to be able to take a question that's really compelling in the world or in

their lives and have many tools with which to help them answer it. This is achieved when students extend the learning day by completing home based projects and assignments that is given quality feedback.

At Dunecrest American School we believe learners require regular, timely, and user-friendly feedback in order to understand goals, produce quality work independently, innovate, and achieve high standards. Learning and innovation is fostered best in communities where student ideas are respected, with a caring adult monitoring the progress of each child and advocating for their best interest. Homework is a continuing journey of learning that starts during the normal school day and culminates in a finished project from students. Homework is not busy work but quality project-based learning allowing the teaching staff an opportunity to provide quality feedback.

Students need time alone to explore their own thoughts, make their own connections, and create their own ideas. This is a driving factor in our homework expectations. We must ask our students what they believe in so they can know themselves in the world. We must give our students the tools of rigorous and passionate intellectual inquiry and self-expression so they can grow. Every aspect of the Dunecrest American School homework program encourages our students to take responsibility for their own learning both during normal school hours and beyond. Dunecrest American School seeks to graduate young people whose creativity and independence of thought sustain their continuing inquiry and reflection and whose passion for learning inspires them to push beyond what they already know.

Homework: Homework assignments do not contribute more than 10% of overall grade in IB classes.

LATE WORK POLICY, GRADES 5-12

Assignments are given to students to create opportunities for individual learning, to assess understanding, and to measure progress. Thus, it is expected and required that students submit formative and summative assignments on the designated due date. Any extenuating circumstances should be discussed directly with the teacher. Students and parents must be aware that late work, or work not submitted, seriously erodes learning effectiveness.

INCOMPLETE GRADES

A student who, for a valid reason determined by the school, has not completed the required work for a course at the end of the grading period (quarter) or at the end of the semester should be given an incomplete ("I") as a grade. An incomplete is considered a "0" in terms of grade calculations.

REASSESSMENT POLICY, GRADES 3-12

Dunecrest American School firmly believes in allowing students the opportunity for reassessment. Reassessment allows students to make decisions and play an active role in their own intellectual growth, thus promoting the idea of lifelong learning. In order to qualify for reassessment, a student must demonstrate adequate preparation, personal responsibility and reflection. This can be achieved by taking the initiative to see the subject teacher for tutoring, completing assessment corrections, practice exercises and by being an active participant in his or her own learning.

CONDITIONS FOR REASSESSMENT

- Any student in grades 3-12 has an opportunity to request reassessment once, regardless of the grade. This request must be made within three days of receiving the grade on the original assessment. This only applies to summative and performance-based assessments such as projects, writing assignments, tests and quizzes.

- The need for re-assessment will be determined by the classroom teacher. This will be done on a case-by-case basis, as deemed necessary by the teacher. A teacher-initiated reassessment opportunity may apply to an entire class in the event that there seems to be a gap in knowledge and understanding of the group as a whole as demonstrated on a summative or performance-based assessment. Or a reassessment opportunity may apply only to a particular student based on a lower-than-expected score on a summative or performance-based assessment.

In order for the reassessment request to be approved, a student must demonstrate an improvement mindset by:

- Conferencing/tutoring at least two times with the teacher.
- Showing evidence of good class work and study habits.
- Completing test corrections, further review and/or further preparation work as requested by the teacher.

A student will have one opportunity to reassess on the standards and concepts not met in a project or a writing assessment. At the discretion of the teacher, a traditional quiz or test will consist of the concepts not yet deemed proficient. The grade on the reassessment will either be the higher mark, or in the case of a partial reassessment, the value-added mark. The timeframe for reassessment is at the discretion of the teacher. Failure to meet the Reassessment Agreement will result in a student receiving the original assessment grade.

GRADEBOOK

Teachers are expected to publish and submit their grades regularly in the online grading book.

- Grades for formative assessments will be posted no later than one day past their due date.
- Grades for summative assessments will be posted no later than one week past their due date.

PROMOTION AND RETENTION OF STUDENTS

At Dunecrest American School, the expectation is that all students achieve their personal best. This means that all students are expected to perform well in all of their subjects. The promotion policy is to ensure that all students are meeting the expectations of the school. Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interests of the student involved. Exceptions will always be made after prior notification and explanation to each student's parents, but the final decision will rest with the School.

In grades PreK-4, promotion to the next grade level is contingent upon meeting attendance expectations, and the student meeting grade level expectations in literacy, numeracy and demonstrating social skills and behavior consistent with enabling all students in the class to be successful.

Students in grades 5-12 who do not achieve at least a "D" in each of their core subjects will not be promoted.

GRADUATION REQUIREMENTS

Graduation from Dunecrest American School means that the student has satisfactorily completed the prescribed course of study.

The school shall grant its diploma only to students who have satisfactorily completed the prescribed course of study.

GRADUATION REQUIREMENTS FOR AMERICAN DIPLOMA PROGRAM

- 4 credits of English: English 9, English 10, English 11, English 12
- 4 credits of Social Science: World History I, World History II, U.S. History, Business Studies
- 4 credits of Mathematics: Integrated Math I, Integrated Math II, Math Studies, Calculus
- 4 credits of Science: Biology, Physical Science, Chemistry, Physics
- 2 credits of an Additional Language: Arabic, Arabic as a Foreign Language, French, Spanish
- 4 credits of Arabic for Arab Nationals
- 1 credit of Visual or Performing Arts
- 2 credits of Physical Education

Only coursework that is completed at Dunecrest American School or an Esol Education School is used to determine a student's grade-point average (GPA). Credits that are transferred to Dunecrest American School from another school receive a "P" grade on the transcript and are not used to calculate student GPA.

THE SCHOOL'S PROFILE OF A GRADUATE

ACADEMIC EXCELLENCE

The Dunecrest American School graduate has faced a challenging curriculum that has prepared him/her for a successful college experience. The courses taken at Dunecrest American School matched the student's strengths and interests, as well as challenged his/her mind, imagination, feelings and social consciousness. The Dunecrest American School graduate is able to think critically and can express ideas clearly through oral and written expression. The student has developed an academic skill set that allows for mastery of highly rigorous coursework and problem solving skills. The graduate has learned to discern quality work from mediocre efforts and has chosen to pursue excellence by relying on self-discipline, initiative, creativity and integrity. The graduate is able to take a question that's really compelling in the world or in their lives and have many tools to help them answer it.

RISK TAKER

The Dunecrest American School graduate has a diverse background of formational experiences that have given him/her opportunities to learn and grow. The graduating senior has learned to be reflective and self-evaluative. Having experienced Dunecrest American School as a safe haven for the mistakes and false starts inherent in learning, the graduate understands that risk-taking and resiliency are necessary for growth. The graduate has also learned that it is important for him/her to learn from their failures, to persevere when things are hard, and learn to turn challenges into opportunities. He/she values being viewed as an adult and feels prepared to manage more complex responsibilities. The Dunecrest American School graduate accepts the challenges of lifelong learning.

CREATIVITY

The Dunecrest American School graduate has embraced their learning and personalized it to their interests, preferences, strengths, contributions, and prior knowledge. The graduate is curious about the world and they understand the need to reflect to make sense of what is observed. The graduate creates learning situations that is a personal discovery and a collaborative process that leads to a deeper appreciation of knowledge and academic growth.

INDEPENDENCE

The Dunecrest American School graduate enjoys time alone to explore their thoughts, to make connections, and create their own ideas. The graduate understands the need to exchange their reflections with other scholars. The graduate understands their belief system, and they know their role in the world and what they are trying to achieve. Dunecrest American School graduates direct their own learning and growth.

INTERNATIONALLY MINDED

The Dunecrest American School graduate has had a variety of experiences beyond the classroom. Opportunities to excel in art and music, on the stage and on the athletic fields as well as travel have led the graduate to view aesthetic and physical development as essential to an education. The graduate has participated in extracurricular activities that promotes teamwork, leadership, responsibility, humility and physical and emotional fitness. In competitive arenas, the graduate has learned the value of fair play and respect for teammates and adversaries alike. The graduate has been part of a school community that engaged the larger communities of city, nation, and the world of which we are a part. The graduate learned that both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. The graduate investigated and values different histories and talents of those of other communities and cultures. Because learning and growth at Dunecrest American School arise from each individual's engagement with others, students value the differences they bring to enrich the community they share. The graduate has a willingness, ability and poise to tackle global challenges. They learned that society has sustainable goals that need educated shareholders as partners to help solve these global challenges and crises. The Dunecrest American School graduate has been instilled with the necessary values and knowledge to be an active, compassionate lifelong learner that effectively contributes to the solutions of these obstacles.

WELLNESS

The Dunecrest American School graduate has demonstrated the self-discipline to pursue physical, cognitive and emotional health. She/he has developed the desire to engage in a healthy lifestyle, including a life-long commitment to physical activity. The Dunecrest American School student understands the physiological effects of lifestyle, including nutrition, exercise, and high-risk behaviors, on long-term health. He/she has developed the habits and self-discipline to achieve lifelong wellness. The graduate has the ability to distinguish right from wrong, and they choose to do what is right so they can be a responsible and courageous citizens.

SERVICE

The Dunecrest American School graduate had the opportunity to interact with students, teachers, administrators and parents in a variety of settings. These experiences have led the student to go outside himself/herself to find happiness and joy in the love, friendship, and companionship of others. The graduate has learned that students and teachers are strengthened by acts of service. The graduate is committed to uniting knowledge, service and good moral values to foster their desire for humankind's common good, and to increase their capacity for mutual and self-respect. The graduate learns confidently

and gives generously and joyfully to others. The graduate combines proven academic ability, intellectual curiosity, and determination with decency, good character and service.

INNOVATION

The Dunecrest American School graduate understands how to make and achieve goals and objectives. Graduates understand learning happens best with passion, challenge and the essential support to experience success. The graduate knows their abilities, values, passions, and responsibilities in situations both expected and unexpected. The Dunecrest American School graduate understands how to innovate and solve real world problems. The graduate is grounded in principles of trust, respect and responsibility. The graduate uses technology to enhance knowledge and learning in a responsible manner. Dunecrest American School graduates understand teamwork and success for all is an important aspect of their own advancement and success. They compete, not just against others, but with their own personal best and with rigorous standards of excellence.

FEEDBACK

Dunecrest American School graduates understand the importance to give and receive regular, timely, and user-friendly feedback in order to understand goals, to produce quality work, and to meet high standards. Graduates understand innovation is fostered best in communities where ideas are respected.

PERSEVERANCE

Dunecrest American School graduates have built internal confidence to take risks and meet increasingly difficult challenges. Graduates understand that failure is part of the creative process and they persevere when things are hard. Graduates have the ability to turn challenges into opportunities.

LIBRARY

Library hours will be from 8 am to 3:30 pm. The goal is to provide for maximum use of the Library by students and faculty.

The Librarian and his/her staff will plan the necessary regulations for use of the Library. The regulations must be approved by the administration.

The Librarian and his/her staff will provide a Library use orientation program for all schools that will help students learn to take advantage of the services of the Library.

All books for professional use, excluding teachers' manuals that have been purchased by the School, should be catalogued and maintained in either the professional, reference, or circulating collection of the library. Teachers needing books for instructional purposes may request that the book be checked out for the quarter, semester, or for the entire year. All non-consumable items for which staff members are reimbursed must be inventoried and checked out in the name of the borrower. Official reports will not be issued to students unless all materials have been returned or fines/replacement costs paid.

LIBRARY ESSENTIAL AGREEMENTS

The Library exists to meet the needs of the Dunecrest American School community. The essential agreements in effect are discussed with the students at the start of each school year. These are necessary for the well-being of all library users, and the protection and preservation of the library materials:

- All library users agree to consider the needs of other library users at all times.
- All library users agree to use appropriate behavior and voice level in the library.
- All library users agree that all areas of the library are food and drink free zones.
- All library users agree to treat all library materials with care and return books on time so that others are able to share these materials.
- All library users agree to use the computers in accordance with the Dunecrest American School computer policies.
- All library users agree not to disturb other library users with the use of cell phones or MP players.

Students may come to the library at lunch and during their break for research and study. Students may search the online catalogue from school or search for books from home. Databases have been purchased so that students may research from school or at home. From time to time, the library will trial new databases and get feedback from students, teachers and parents. The Dunecrest American School Library has some 10,000 titles in its database and uses the Follett Software System, Destiny.

The library is not a place for social interaction and play. Students should be aware of the essential agreements that mirror the Pillars of Dunecrest American School.

There are computers for student use. These are connected to the copy machines in the library. Classes that are signed in on the booking sheets are given first priority.

TEXTBOOK CIRCULATION

Students are allowed to keep their textbooks for the school year with the exception of novels or plays that are signed out for shorter periods of time. If a student returns a book beyond the normal wear and tear he/she will be charged the cost of the textbook upon return. Textbooks should be returned at the end of

the year. If they are needed over the summer holiday they must be signed out again and brought back at the start of the new school year to be reissued.

LIBRARY CIRCULATION

Students are allowed to check out books during their library time and free time in the library. If books are overdue, students will not be allowed to check out additional books until the overdue books are returned. Students may check out books in their name only and must not check out in another student's name. Please do not write in books.

Policy 7.190

HONOR ROLL, VALEDICTORIAN AND SALUTATORIAN

HONOR ROLL (Grades 9-12)

High Honors and Honors students will be recognized each quarter for their academic achievements. The Honor Roll is compiled at the close of each quarter using a student's quarter grade point average (GPA) calculated by dividing the number of quality points earned by the number of courses taken. Students with a GPA of 3.0-3.74 will earn Academic Honors. Students with a GPA of 3.75-4.0 will earn Academic High Honors. To graduate with Honors a Senior must have a 3.3 cumulative GPA. Only grades earned at Dunecrest American School are used to determine GPA.

HONOR ROLL (Grades 5-8)

Students earning the High Honors Award will have achieved the highest level of academic excellence and will have earned all A's or have a GPA of 3.75 or higher.

Students earning Honor Roll status will have achieved a high level of academic success and will have earned no grade lower than a B or a GPA of 3.0 or higher.

HONOR ROLL (Grades PreK-4)

Every week the Early Childhood Department will gather together to build a sense of community and recognize students who have demonstrated one or more of the CREST character traits. Both classroom and specialist teachers will be part of the process of awarding certificates to students to celebrate and positively reinforce CREST traits that students have shown during the week.

At the end of every quarter, the Elementary School will hold a student recognition assembly to present 'Soaring Eagles' awards to those students who have shown academic excellence or have demonstrated the CREST traits to a high standard. Both classroom and specialist teachers will designate students who have earned these awards and present them to students. This assembly will also include a performance component where all students will demonstrate some of the learning they have been doing in the last quarter.

VALEDICTORIAN AND SALUTATORIAN

In order to qualify as Valedictorian or Salutatorian, a student must have been enrolled at Dunecrest American School prior to the start of their Junior year. Students are selected for Valedictorian and Salutatorian based on their cumulative GPA at the end of Semester 1 Senior year.

ADMISSION AND PLACEMENT

Dunecrest American School accepts students who wish to be successful in a college preparatory program.

Students applying for admission are considered on an individual basis. Admissions will consider applicants on the basis of their ability to succeed in the school's programs and to actively contribute to the quality of school life. In addition, Dunecrest American School subscribes to the International Baccalaureate standards and values as reflected in the Learner Profile. Admissions decisions are guided by the school's mission, philosophy, beliefs and pillars.

All students admitted to Dunecrest American School must live with parents or an authorized adult guardian. When a student does not live with a parent, the Head of School or his/her designee must interview and approve the adult guardian.

Applicants for admission are accepted throughout the year. All applications to Dunecrest American School must be accompanied by previous educational records, any appropriate medical records and proof of age. Dunecrest American School shall not discriminate on the basis of race, creed, color, gender or national origin and seeks to accept all qualified students who apply.

Placement in all classes will be made by the Head of School on the basis of the child's previous educational record, the assessment of the School, and by age. Students entering Dunecrest American School will generally be placed according to their age.

New Students must pay a non-refundable enrollment fee before they can attend classes.

Students are eligible to transfer from one Esol Education campus to another at the end of the school year, provided that they are in good standing and eligible to reenroll at their current campus for the next grade level for the following school year. Transfers during the school year are only permitted if they are warranted by exceptional circumstances and space is available.

MID YEAR ADMISSIONS PROCEDURE FOR EARLY CHILDHOOD

Once the student is enrolled at Dunecrest American School:

- The class teacher and counselor are notified by the Admissions Director to choose a day for student orientation.
- The Admissions Director notifies the registrar's office, Principal, Teacher and Counselor as to the day and time of orientation.

DAY OF ORIENTATION

- The counselor meets the parents and student in the lobby and brings them to their classroom.
- The teacher/counselor conducts the orientation.
- The student starts their first full day at Dunecrest American School the day following orientation.

ADMISSION POLICY TO THE IB PROGRAM

Dunecrest American School is a non-selective school and allows equal access to the IB program and its curriculum. As long as students meet the admission and grade placement requirements, respective requirements for the IB and American Diploma coursework and are receiving ELL support as needed,

Dunecrest American School believes that all students should consider the challenge and rigor of the IB Diploma Program with the intent to grow and develop within the Learner Profile. If at any point a student cannot manage the IB program, or IB certificate course of study, the student can move to the American Diploma program and will take IB certificates and other courses at the American Diploma level. These decisions must be made before IB registration during their senior year. Once students are admitted to the school, students are advised and supported in taking the most rigorous program they can be successful with.

PROFILE OF AN INTERNATIONAL BACCALAUREATE STUDENT

The IB Diploma Program consists of a rigorous pre-university curriculum, leading to examinations, which meets the needs of highly motivated students. Participants are expected to complete curricula and assessment activities that are coordinated and evaluated by international assessors and are measured against pre-established, international standards.

The successful International Baccalaureate student should:

- Be self-motivated.
- Have the desire to challenge him/herself intellectually and academically.
- Have the ability to articulate effectively.
- Have international interests.
- Possess analytical and critical thinking skills.
- Possess or be willing to acquire good time management skills.
- Be open to new ideas and tolerant of different beliefs.
- Participate in school and community activities.
- Possess a willingness to share and cooperate.
- Have the ability to synthesize.
- Have broad interests.

Not every student possesses each of these characteristics, but the highly-motivated student who possesses or is willing to acquire these traits should find success in the IB Program. Assessment is based on internally evaluated activities and externally assessed exams and is required of all participants. Though a student does not have to be a straight A or gifted student in order to be successful, demonstrated academic success, a high degree of motivation, and effective time management skills are important pre-requisite assets for the programme.

STUDENT ATTENDANCE

Regular School attendance is essential to the progress and achievement of the student and shall be strongly encouraged by the Head of School and staff. The school is authorized to require a satisfactory explanation from the parents or guardians, either in person or by written note, of any student absence.

Daily, regular attendance is essential at the school because classes are based on active classroom learning. Students must be present to participate in interactive and investigative activities, otherwise, they will not receive full benefits from the program. Teachers, counselors, administrators, and parents should work together to ensure that students miss as little school as possible.

Families are encouraged to seriously consider this philosophy when scheduling family vacations and sports activities not connected to the school.

In the event a student must leave during the school day, a written request must be given to the Principal's Office indicating the time and reason that the student needs to leave school.

As per the Ministry of Education, a student with more than 21 days of unexcused absences may not be promoted to the next grade level at the end of the school year. Excused absences are absences due to illness supported by a medical note and family bereavement. All other absences are considered unexcused. Furthermore, students must also attend more than 75% of the school year to be promoted.

REQUESTING HOMEWORK WHEN ABSENT OR SICK

When a student is absent, it is his/her responsibility to communicate with the classroom teacher and follow classroom procedures (i.e. website, email, peers) regarding any make-up work. All assignments are due immediately when returning to school and all tests will be given the day a student returns to school after an absence unless prior arrangements have been made with the teacher.

NONATTENDANCE

The first 4 incidents, parents will receive warning, after an additional 3 instances, parents will have to meet with the Principal. Any additional absences could lead to community hours, detention during or after school, temporary suspension up to three days or refusal of re-enrolment the following academic year.

TARDINESS

Punctuality is important. When a student is late to class, it can affect not only the education of the student who does not arrive on time, but the education of the entire class as well. The tardy student may miss important instructions and the teacher must stop what they are doing and refocus the group, which disrupts each student's ability to fulfill their academic potential.

THE DEFINITION OF TARDY

Students need to be in the classroom, sitting at their desk, prepared to begin learning by the time the bell stops ringing.

THE PLAN FOR TEACHERS

- Teachers need to be at their classroom door during the passing period to meet and greet students, and to encourage them to enter their classroom on time.
- The classroom teacher will consistently take accurate attendance within the first 5 minutes every class period.
- When a student is tardy to class, the classroom teacher will record the event as a tardy in the PowerSchool student management system.
- If a student is held by a teacher for any reason, the teacher must:
 - Write the student a pass to excuse the tardy. The student will give the pass to the receiving teacher.

THE PLAN FOR STUDENTS

- If a student is delayed by a staff member for any reason, it is the student's responsibility to collect a pass from that staff member prior to going to their next class. If a student arrives late to class, and the event is explained by a pass from a staff member, it will be excused, and the event will not be documented as a tardy for the purposes of this policy.
- Any student who is tardy to class or arrives late to school 4 times in a given week will earn 1 lunch detention, which will be served in room #2030.
- Any student who is tardy to class or arrives late to school 5 times in a given school week will earn 1 after school detention, which will be served in room #2030.
- Any student who is tardy to class or arrives late to school 6 or more times in a given school week will earn 2 hours of Saturday School and a parent meeting will be scheduled.

EARLY CHILDHOOD AND ELEMENTARY

If students are frequently tardy to school, (After 7:45 a.m.) teachers will be responsible for first contacting parents to let them know the importance of their child being on time and help them to problem solve. If the tardiness continues, then the division Principal will contact the parents to discuss the tardiness.

The Parent-School contract from the KHDA stipulates attendance and punctuality for all students is mandatory on all the days the school is declared open.

CREDIT AND ATTENDANCE

Presence in class provides the students with learning experiences that cannot be replaced with notes from fellow classmates or reading the textbook. Attendance is an important part of the whole learning experience. Students at Dunecrest American School are expected to be regular in attendance as well as to arrive on time to classes. If a student misses' school:

- Students are expected to ask the class teacher for work that needs to be made up. Students will have one class day for each absence day to complete the make-up work. Arrangements to make up tests and other in-class work must be made with the class teacher.
- Students should not plan to leave school for medical appointments, early travel plans etc. Make your plans to have appointments and travel outside of school hours.
- Students who are participating in a school sponsored event or activity are expected to be in attendance the day of the event or activity.
- Student absences due to participation in school sponsored activities or events will not be counted as class absences.

STUDENT ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

Extracurricular activities are considered important by Dunecrest American School. These extracurricular activities include sports, academic contests and games, music, speech/debate, drama and others that require preparation beyond the normal school day. Participation in these activities may also involve missed class time. These activities help to provide an extension of class work in areas of interest of the students. They promote excellence in the development of self-discipline, sportsmanship, teamwork, and they stimulate both mental and physical fitness.

Students must maintain an adequate academic standard to be eligible to participate in extracurricular activities. Students who participate in activities must have no failing grades on his/her current report card.

Students may not participate in any extracurricular activity or on any team if they are absent due to illness, either excused or unexcused from school on the day of the activity or game. In addition, if a student has any pending disciplinary action, he/she may not participate in the activity until the discipline action is decided.

The Head of School along with the staff will maintain rules and regulations governing eligibility.

STUDENT CONDUCT

Dunecrest American School believes that development of individual personality and love of learning flourishes best in a pleasant, supportive and secure environment.

The backbone of Dunecrest American School is respect. Respect for person, for each other, and for self. We demonstrate respect by using inclusive language, greeting each other in the halls, making eye contact when talking, and listening attentively. Argumentation is not dialogue nor is it discussion. Common courtesy must be demonstrated at all times. Kindness and decency lead to success, both inside and out of the classroom.

Education is a disciplined process. To fulfill the stated purpose of Dunecrest American School, civilized principles of conduct and self-discipline must be encouraged, and for the premises and school functions, certain rules of conduct must be established and enforced. Dunecrest American School recognizes that by imposing this policy the code of conduct calls for sensitive, tolerant, intelligent action on the part of the school staff.

Conduct should be constructively guided by the staff in a manner, which fosters individually compatibility with educationally sound group effort. As students' progress toward knowing themselves and finding order within themselves, it is expected that they will have increasing opportunity to participate in establishing standards of school conduct and that they will take increasing responsibility for their own behavior.

The style and tone of the school in such manners as language, sportsmanship, courtesy, dress and personal habits, regard for school rules and principles should reflect self-respect, respect for others and respect for learning. Each student's right or privilege bears a corresponding responsibility. When a student neglects his/her responsibilities, he/she may be denying rights and privileges to himself/herself and others.

EACH STUDENT AT DUNECREST AMERICAN SCHOOL HAS THE RIGHT:

- To be secure and safe in his/her person and property.
- To be treated with respect, courtesy, and consideration.
- To know what the rules of student behavior are.
- To benefit and be recognized for his/her own efforts.

EACH STUDENT AT DUNECREST AMERICAN SCHOOL HAS THE RESPONSIBILITY:

- To respect the rights of others.
- To maintain neat and clean personal attire and hygiene.
- To respect the property of others, including keeping all books, facilities and materials used in the school in good condition.
- To refrain from fighting, disrupting behavior, acting in such a manner as to risk injury to others, using threats or intimidation against others, theft, or any other unlawful activity.
- To refrain from possession, use, or transmission of any alcoholic beverage, tobacco product, drug or other controlled substance.
- To be prompt to school and classes. Refrain from tardiness, unexcused or excessive absences, or other inappropriate classroom behavior, which diminishes the rights and opportunities of others to receive a quality education.
- To follow the rules of the teacher in charge of the classroom.

A POSITIVE, PROBLEM-SOLVING ATTITUDE

All problems are solvable if we all view the school as a friendly place where each person cares and is cared for. Parents are encouraged to contact their child's class teacher in the first instance whenever there is a problem or concern. In any extreme cases, please contact the Principal.

Understand that the teacher is in charge of the classroom. There are some specific expectations that teachers implement in order to promote and support the life of the students. If guidelines are not met, discipline is initiated. Immediately after an incident has been reported or observed, the student(s) will be interviewed by the teacher or Principal. If it is a minor offense, the teachers will discuss the infraction with the student, and parents may or may not be contacted. If it is a major offense, the student will be given the opportunity to explain the circumstances. Specific action will depend on the gravity of each incident. Parents of the student(s) involved will be informed of the details and may be asked to meet with the administration to discuss the incident. Parents will be notified of the consequences.

Dunecrest American School defines bullying as "any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. In addition, Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Any student who wishes to report bullying should visit with the school counselor.

Consequences of bullying could include any of the following:

- Parent Conference
- Counseling
- Behavior Probation
- Discontinuation of Enrollment and Recommendation for Expulsion

ALCOHOL ABUSE

Students are not allowed to possess, buy, sell, or give away alcoholic beverages on campus or during school-sponsored activities. Any student who violates this policy shall be immediately suspended. If it is determined after investigation by the administration that the student was under the influence or was in possession of alcoholic beverages, the student is subject to expulsion from school.

DRUG ABUSE

The use or possession of controlled substances, including narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or any other dangerous or illegal drug, is strictly forbidden. This includes the possession, use or abuse of prescription drugs for anything other than their intended purpose by the individual for whom they are prescribed. Students are not allowed to possess, buy, sell or give away these drugs on campus, in its immediate environs, or during school-sponsored activities. Any student who violates this policy shall be immediately suspended. If it is determined after investigation by the administration that the student was using or was under the influence of or was in possession of dangerous drugs the student may be expelled from the school.

CORPORAL PUNISHMENT

Self-discipline is a basic goal of education at Dunecrest American School, and all corrective measures should lead toward that goal. Corporal punishment is not permitted.

CODE OF CONDUCT AND DISCIPLINE

Our discipline procedures aim to:

- Recognize and promote responsible and positive behavior.
- Provide a consistent approach to managing inappropriate behavior by applying fair and logical consequences.
- Encourage students to take responsibility for their own behavior by teaching and promoting problem solving, conflict management skills and the IB learner profile.
- Encourage students to learn and reflect on their own behavior.
- Promote the IB learner profile attributes in order to encourage students to have a positive influence in our community by being:
 - Inquirers
 - Thinkers
 - Communicators
 - Risk-Takers
 - Knowledgeable
 - Principled
 - Caring
 - Open-Minded
 - Well-Balanced
 - Reflective

Every student at the Dunecrest American School has the right to a quality education. Each teacher has the responsibility to teach and each student has the right and the responsibility to learn. No student has the right to interfere with this process. Each teacher has classroom rules to ensure the best possible educational environment. Respect, common sense, reasonableness, and courtesy are the foundation for the educational relationship between student and teacher. Any student, who conducts himself/herself in a way that is detrimental to the orderly operation of the school, a school-sponsored activity, or any other aspect of the educational process, shall be subject to disciplinary action.

DISCIPLINE REGULATIONS AND PROCEDURES

Teachers and staff members will follow the following rubric to guide their classroom management.

Level 1: Managed within the classroom by the individual teacher, positive and negative behavior communicated as needed.

- Off Task
- Not Finishing Work
- Non-Compliance
- Incomplete Homework
- Inappropriate Moving Around the School
- Using Inappropriate Language
- Littering
- Bringing Inappropriate Items to School
- Unsafe Play

Level 1: Response by Teacher

- Clear Directions

- Verbal Reminders of Class Rules
- Verbally Complimenting Others Nearby Doing the Correct Thing
- Rule Reminder
- Loss of Privileges (Recess or Lunch Detention)
- Logical Consequences (e.g. If a student litters, pick up garbage for 5 minutes during free time)
- Time Away/Time Out (student moves to a place away from group or in another classroom)
- Behavior Reflection

Level 2: Managed by the teacher in conjunction with appropriate Principal, parents are contacted, possible counselor involvement, and appropriate teacher(s) informed.

- Repeated behaviors that disrupt teaching and learning or are repeated Level 1 behaviors that require additional assistance.
- Non-Compliance
- Defiance
- Disrespect
- Verbal Abuse
- Swearing
- Signs/Developing Instances of Bullying
- Truancy
- Inappropriate Use of Technology

Level 2: Response by teacher with administration assistance as needed.

- Loss of Privileges
- Behavior Reflection
- Parent Notified
- Sent to Partner Classroom
- Sent to “Calm Down” Area
- In-Class Contract
- Counseling Recommended
- After School Detention
- Saturday School

Level 3: Managed by the appropriate Principal, clear consequences given, and parents involved.

- Persistent documented breaking of rules, repeated level 2 behaviors, and continuous administrative support.
- Sexual Harassment
- Racism
- Bullying
- Fighting
- Truancy
- Inappropriate use of Technology
- Cheating
- Trashing or interfering in any way with another person’s work.

Level 3: Administrative action, to include teacher, counselor and parents.

- Family Conference
- Individual Behavior Plan/Contract

- In-School Suspension
- Saturday School
- Out of School Suspension
- Counseling
- After School Detention
- Enrolment at Risk

Level 4: Managed by School Administration to include the Discipline Committee, parents involved, clear consequences given, and future student enrollment at risk.

- Repeated level 3 behaviors, or physical violence, dangerous or illegal behaviors.
- Extreme Violence
- Possession or Use of Controlled Substances
- Smoking
- Possessing consuming or selling illegal substances while under the school's jurisdiction.
- Possessing dangerous items or weapons while under the school's jurisdiction.
- Computer Hacking
- Theft or Vandalism
- Tampering with the Emergency Alarm System
- Any behavior on or off campus which contradicts the standards and expectations of behavior/conduct of Dunecrest American School students.

Level 4: Administrative actions may include any or all of the following:

- Family Conference with Administration.
- Individual Behavior Plan/Contract
- Out of School Suspension
- Counseling
- Enrollment at High Risk

Policy 8.060

STUDENT DRESS CODE

Students should dress in the appropriate school uniform at all times while at school.

Dress should never distract from school activities or prove a hazard to the student's safety or the safety of others. If in the judgment of the school administration, a student is not appropriately attired or exhibits grooming which constitutes a distraction or disturbance to the school environment, the student may be sent home and not be readmitted until he/she is properly attired or groomed.

The enforcement of the dress code is the responsibility of all school staff.

All Dunecrest American School students are expected to be properly groomed for school and to wear the school uniform daily unless otherwise announced by the Head of School. Themed days are not dress down days; students are expected to be in themed apparel or the proper school uniform. All Dunecrest American School uniform apparel should be purchased from the school store.

The school uniform must be worn at all times and consists of:

- Khaki dress pants, skirts or shorts.
- Official Dunecrest American School uniform polo shirt.
- The hoodie will be the official outerwear that is available at the school store. No wraps, shawls, pashminas, blankets, etc.

The school uniform does not consist of:

- Jeans, yoga pants, jeggings/leggings, pants with holes or other accessories hoods/hats.

PHYSICAL EDUCATION

All students are required to wear the official school PE uniform items for all Physical Education lessons. Secondary students must change into their uniform at the commencement of the PE lesson and change out of their uniform at the end of the lesson.

Policy 8.070

SUSPENSION AND EXPULSION

SUSPENSION

The School Principal may suspend a student for any number of days depending on the severity of the case. In all cases, the student will not be readmitted until the parents/guardian have conferred with the Principal or Head of School.

EXPULSION

Expulsion from the school shall be affected on the order of the Head of School. The Head of School shall immediately advise the Esol Education Senior Executive Board of any expulsions.

Policy 8.080

TERMINATION OF ENROLLMENT

Student acceptance assumes that programs being offered are the best available to meet the needs of the student. When, in the judgment of the professional staff, programs and personnel resources do not adequately meet the needs of the student, a recommendation for termination of enrollment will be made to the Head of School. Termination may then be affected by the Head of School. This decision should be discussed with the Esol Education Senior Executive Board before a final verdict is reached.

Policy 8.090

COMMUNICABLE DISEASES

A student having a communicable disease and/or a parasitic infestation may be excluded from school attendance. If the student has been excluded from school he/she will not be allowed back until a medical practitioner has approved re-entry to the school.

Policy 8.100

VACCINATIONS AND IMMUNIZATIONS

Dunecrest American School requires all students to provide a copy of health immunization records prior to the entry of the school. The documentation of these records will be photocopied and the copies will become part of the student's permanent record file maintained at the school.

Immunizations should be kept current according to the host country laws for the sake of the health and welfare of all students and staff of the school.

COMPLAINTS CONCERNING STAFF OR MATERIAL

ANY COMPLAINT ABOUT SCHOOL STAFF MEMBERS SHOULD FOLLOW THE CRITERIA BELOW

- The individual staff member should be approached by the accusing party to see if the resolution can be found.
- If no satisfaction is granted or the complaint is not resolved then contacting the staff member's immediate supervisor should ensue.
- If this does not lead to resolution then contacting the Head of School should be taken.

Any parent, guardian, or other person who insults, or abuses an employee on school property or in the presence of students may be restricted or denied access to Dunecrest American School Campus that it deems disruptive or to have behaved inappropriately towards school staff.

ANY COMPLAINT DEALING WITH INSTRUCTIONAL MATERIALS SHOULD BE FOLLOW THE CRITERIA BELOW

- All complaints must be presented in writing to the Head of School and will include the name of the author, title, the publisher, and the objections by pages and items; or in case of materials other than printed material, written information specifying the precise nature of the objection shall be given. The statement must be signed and identified in such a way that a proper reply will be possible.
- The Head of School will acknowledge the receipt of the complaint and answer any questions regarding procedure. The Head of School will then notify any staff involved. The Head of School will determine whether the complaint should be considered an individual request or if a review committee should be activated to re-evaluate the material.
- The review committee shall be under the direction of the Head of School and composed of members selected by him/her from the administrative and instructional areas directly concerned. The review committee shall consider the educational philosophy of the school, the professional opinions of other teachers of the same subject and of other competent authorities, reviews in using the materials, and the objections of the complainant.
- The findings of the review committee shall be a matter of written record and discussed by the Head of School with the complainant.

Policy 8.120

STUDENT PUBLICATIONS, ORGANIZATIONS AND CLUBS

Dunecrest American School will encourage participation in the preparation of and contribution to a school magazine, whether published in book form or online. Accepted rules of publicly available written material will apply. The school may choose to review materials before publication to advise on their content and suitability and has the authority to block publication should they deem the content to be unacceptable.

The school will encourage the formation of a Student Council, to give students the means to contribute to the decision-making process in decisions that affect them, and to experience and participate in the democratic process.

The school will encourage and facilitate the formation of educational or recreational clubs.

SUPERVISION OF STUDENTS

All staff members at Dunecrest American School are “on duty” at all times, from the moment they enter the building in the morning until departure at the end of the day. In addition, there are special times during the day when supervision of students outside of the building is required:

- Before school
- Lunch time
- After school

Principals will define the responsibility for supervising students and will arrange for an equitable distribution of responsibilities among the staff.

Supervision is provided for the safety and welfare of students. All school related activities will be adequately supervised.

INCLUSION POLICY

DUNECREST AMERICAN SCHOOL LEARNING SUPPORT PROGRAM

PHILOSOPHY

The Learning Support Program at Dunecrest American School adheres to the philosophy that each student is unique and deserves to be respected for his or her own virtues, strengths and challenges. We acknowledge that children learn at different paces, and that they may excel in some areas and have deficiencies in others. We recognize that some students have special talents and some students may need additional, and sometimes continuous, support in order to make academic progress. We strongly believe that students with determination have the right to access mainstream education and thus be educated in an integrated setting. Similarly, we believe that the least restrictive environment is the effective settings where students with determination are educated.

PURPOSE OF THE LEARNING SUPPORT PROGRAM

The Dunecrest American School vision and mission as well as our philosophy regarding students with determination are the foundation for our code of practice. It is the purpose of the Dunecrest American School Learning Support Program to:

- Provide equal opportunities for Dunecrest American School students of all abilities.
- Enable each student to achieve their full potential in a challenging and supportive environment.
- Create an effective climate for learning by sharing information, specialists to minimize the barriers to learning and maximize the opportunities for success for students of determination.
- Plan and implement programs for students of determination as an integral part of the programs for non- students of determination.
- Share knowledge and decisions about students of determination strengths and challenges regarding their performance at school.
- Narrow down the attainment gap between students of determination and non-students of determination, through effective research-based practices and interventions.
- Raise awareness among the school community about students of determination rights.
- Keep updated documentation about current policies and best practices regarding students of determination, through ongoing professional development and constant communication with local governing entities (KHDA).
- Support and act as a resource for classroom teachers working with students of determination.
- Provide ongoing professional development to enhance instructional strategies of support and classroom teachers/educators.
- Share responsibility with classroom teachers, parents and specialists.

IDENTIFICATION OF STUDENTS OF DETERMINATION

The early identification of students' learning needs is very important. Since SEND students typically have significantly more difficulty in learning than non-SEND students of the same age, special education provisions need to be made for them. The right interventions maximize opportunities for learning, for ensuring better progress while also minimizing long-term impact. At Dunecrest American School, the identification of SEND students will start upon entry to the school, through the admission process.

The identification process is not limited to early years education, nor to the admission process, but rather extends to every stage of schooling and every term of the school year. Classroom observation and

academic performance, as well as data generated through other assessments administered during the year will be used as indicators to identify students' experiencing learning difficulties, from which decisions will be made in relation to the appropriate levels and forms of special education provision required. Assessments to be used will include, but will not be limited to, the Measurement of Academic Progress (MAP), the Cognitive Abilities Test (CAT4), the Dyslexia and Dyscalculia screener from GL assessments, the Brigance and Vineland.

Once the students' needs are identified, the KHDA categories for special education needs and disabilities (SEND) will be used to indicate the types of SEND needs provided for at Dunecrest American School; namely, behavioral, social, emotional, sensory, physical, medical, speech and language, communication and interaction, learning difficulty, multiple learning difficulties, assessed syndrome, dyslexia, dysgraphia, dyscalculia and dyspraxia. If a student is identified with multiple learning needs or disabilities, this will not debar them from entry to the school.

Consequently, for a student to be eligible for learning support services, the learning difficulty and/or disability must affect his/her performance. They may qualify for support services under one or more of the previously mentioned categories.

ADMISSIONS POLICY AND PROCEDURES

The admissions policy will follow the obligations as defined in Federal Law No. 29 Law no. 2 of March 2014 'Regarding the Rights of Persons with Special Educational Needs'. Dunecrest American School will provide high quality services to meet the educational needs of SEND students who will be mainstreamed and involved in all school activities. All students, with or without delays or disabilities, will be treated with due respect and utmost care by the entire school community.

The school will admit students who are identified as having mild to moderate learning difficulties. Students admitted will be enabled to function successfully within the regular classroom program while receiving assistance from Learning Support personnel to ensure that they are provided with equal educational opportunities as compared to their peers.

Parents will be notified, at the time a place is offered, if a diagnostic assessment may be required in order to grasp a better understanding of the student's level of performance and potential academic gaps. This data will be used to tailor the individual education program for the child and develop a personal learning support plan.

APPROACH TO SPECIAL EDUCATION

Dunecrest American School is an inclusive school and, therefore, acknowledges that we will provide the best possible care and education to the children enrolled in our school. To achieve this goal, Dunecrest American School will utilize the Response to Intervention (RTI) Framework.

The RTI framework is a school-wide approach to learning support that provides all students with the best opportunities to succeed in school, through:

- Identifying students with learning struggles.
- Measuring the students' skills and academic performance.
- Using gathered data to decide what strategies and interventions to use.
- Closely monitoring student progress.
- Ensuring students receive appropriate instruction and related supports.

Dunecrest American School aims at identifying and intervening early with support mechanisms for students who begin to struggle before they fall behind. RTI is a proactive approach in which a quality

curriculum is an essential component, one in which all students receive high-quality instruction with clearly defined curriculum standards (Common Core State Standards-CCSS).

RTI is a multi-tier support system:

TIER 1: To identify from the start which students are struggling and/or what may be the cause of their struggles. Differentiated Instruction is a central component embedded in the RTI model. Each classroom teacher will be familiar with the identified areas of learning needs present in the classroom as well as with teaching strategies and pedagogical approaches that are best practices to meet SEND student needs.

TIER 2: Students who present more significant needs and are not making expected progress receive more targeted assistance. The strategies and interventions used at this level are different from those used in Tier 1, which have proved to be insufficient. They are provided in a small group, in addition to the whole class instruction and curriculum from one of the learning support teachers (LST) in class, during electives or enrichment activities, or after school activities.

TIER 3: Student support will be tailored to each specific students' needs, either in one-on-one or small groups. Tier 3 students may be recommended to be assessed by an external specialist who will issue a Psychoeducation Report, which will provide a specific diagnosis and include detailed information about the students' skills and challenges as well as recommendations to be followed to maximize academic success.

Based on the screening tests, performance assessments and the psychoeducational report, an Individual Education Plan (IEP) will be created which will be shared with the parents. The IEP addresses the child's academic, developmental and functional needs for ensuring the child's involvement and progress in the general curriculum. The IEP is used by the learning support and teaching staff to guide instructional practice, provide classroom support, and make accommodations to the learning environment, to the instruction and the assessment, which are tailored to the individual needs of each SEND student to enable optimal learning success.

REFERRAL PROCESS

Throughout the academic year the Learning Support Team will work in close collaboration with class/subject teachers and parents. A referral system will be in place for those students who begin to exhibit difficulties in meeting classroom expectations or whose progress is not in line with curriculum standards, or who are observed to experience difficulty in a specific area of learning (math, written or reading skills, spelling, retaining information, behavioral control, social interaction, participating, concentrating, completing work, following written or oral directions, or a combination). Teachers will use a checklist to identify specific behaviors and flag 'students of concern.'

The LST will work with the class and subject teachers to identify the most appropriate interventions to respond to the students' needs, from using ability grouping, directed seating arrangements, modified assignments, one on one instruction, tutoring, etc. If appropriate, and once a series of strategies and interventions have been tried in the classroom, these students may be moved to Tier 1 or Tier 2 support.

Test scores (MAP testing, which will take place three times a year, and CAT4) as well as academic attainment will be used as indicators of at-risk students who may also be struggling to reach CCSS proficiency level. Student lists will be cross-referenced against the students receiving some type of support or intervention. If low performance improves within one quarter to the next or from one term to the next, then no intervention will be necessary. If low performance continues, this may result in a child being moved to Tier 1 support.

MONITORING PROGRESS

All students in the Learning Support Program will be closely monitored and subject to regular reviews, with Tier 3 students requiring a much more intense assessment linked to the goals set in the Individualized Education Plan. Students working at all levels will be suitably challenged in order to move forward in their learning. Students currently working at the higher levels as well as students working at lower levels must be catered for as much as those 'in the middle' through differentiated tasks and resources, clearly defined outcomes, grouping strategies, environment accommodations, and/or support from various educators (the classroom teacher, the LST, or another adult in the classroom).

The Individualized Education Plans (IEP) will state the educational needs of the student, set clear and measurable goals in the identified weakness areas and will provide classroom teachers with recommendations for instructional and assessment strategies as well as accommodations. The IEP will be regularly monitored and updated. The IEPs will be created by learning support staff in conjunction with classroom teachers and will be shared with parents who will be regularly updated on their child's progress and development through face to face meetings. The school will liaise with outside agencies as required to support each SEND student.

PARTNERSHIP WITH PARENTS

Dunecrest American School will work closely with parents. Parents need to be confident that the school will fully grow their child's skills and at the same time address any learning difficulties that they may experience. At the point of admission, parents will be requested to be transparent and inform the school of any previous SEND diagnosis and/or learning support services provided in previous schools. Our SEND specialists will work with the parents to ensure that the admission assessments are accurate. If a concern arises during the admission process, this is the first time that the parent has been made aware that their child has a SEND diagnosis, this will be communicated to the parents in a face-to-face meeting and suggestions may be made for further assessments and/or monitoring of student's performance.

If learning support services are required, parents will be informed on what level of intervention their child will be placed and the type of support that will be provided.

Parents will be encouraged to be supportive of their child and the school by adopting these approaches at home. Recommendations will be made by the school to use service providers in the community, if this is considered necessary.

Throughout the year both the homeroom teacher and the learning support teacher will be in regular contact with the parents to update them on the development and progress of their child. Parents of children with an IEP will also meet regularly with the SEND coordinator.

GIFTED AND TALENTED AND HIGH ACHIEVERS

Gifted: a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability. These domains will include intellectual, creative, social and physical abilities. While they have exceptional potential, they may actually underachieve.

Talented: a student who has been able to transform their giftedness into exceptional performance.

High-achievers: a student who has the potential to be highly able.

Dunecrest American School has a school-wide approach to respond to these students' needs. There will be enrichment and extension programs during and at the end of the school day. The grouping policy centers upon the needs of these students by emphasizing the requirement to provide a more able group

as well as mixed ability groupings within classroom and non-classroom settings. The policy on differentiation will emphasize the use of all forms of differentiation to create challenges such as pace, task, dialogue, support, outcome and resource. More able and gifted students will be provided with opportunities for responsibility for others and assisting teacher's delivery of the curriculum.

The identified group of more able and gifted and talented students will be catered for in the classroom using a range of teaching strategies.

- The provision of materials that extend, stretch and stimulate their intellect with additional and supplementary materials when necessary.
- The creation of opportunities to stimulate discussion either in a group situation with similar ability children or as an individual continually seeking ways to maintain their interest and challenge.
- Providing open-ended situations and tasks.
- Questioning that encourages a deep level of thinking and provides opportunities for the students to ask questions.
- Encouragement to research widely.
- Experience a greater level of independence in the completion of a task.
- Experience the use of differentiation and groupings in line with school policy.

An Advanced Learning Plan (ALP) will be created for students who are exceptionally exceeding academic expectations. The ALP will identify ways that the teachers can enrich the students learning in order to achieve according to their potential. All the above will enable more able and gifted and talented students to work at a higher cognitive level and have opportunities to develop their specific abilities, skills and talents. It is the school goal that schooling is not seen as dull, repetitive, unchallenging and boring.

All teachers will be aware if students are defined within these categories. Professional development will equip teachers to know how to address these students in class. Opportunities will be created to enable these students to work with other able, gifted and talented students across year groups. When possible "push in" class support will be preferred to withdrawal, though there might be occasions when it is decided that working outside of timetabled lessons with another adult may be more beneficial to their overall development.

For social and emotional developmental reasons, students in this category will not be accelerated to a grade above their respective age group class. If this is considered appropriate and parents request acceleration, each case will be submitted to the KHDA for consideration and approval.

Parents will be regularly updated on the progress and attainment of more able and talented students. Through the scheduled parent teacher conferences, parents will be updated on the progress and attainment of their able, gifted or talented child.

LEARNING SUPPORT AND THE IBDP

Each year, the Learning Support Team works in collaboration with the IB Coordinator to review potential candidates for inclusive assessment requests. These requests include providing accommodations and support to students with special educational needs. In line with the policy established by the IB, students with special education needs are accepted into the Diploma Program only after consideration is given as to whether suitable arrangements for both teaching and assessment can be made for a student. This consideration takes into account the student's choice of subjects as well as parent and teacher input. It is important to note that while accommodations can be made with regards to accessibility of the IB program (e.g. extended assignment deadlines, breaks during testing) no adjustments can be made to the actual content of the program.

Prior to IB examinations, a request for special needs assessment must be submitted with the consent of the parent(s) and the IB coordinator. All special assessment requests must also include appropriate documentation (e.g. medical certificate, psycho-educational evaluation) before they can be processed. The Learning Support Services department and the IB department work closely with families to ensure applications are complete and accurate prior to submission.

Requests can take on a variety of forms, depending on the special needs of each individual student. Examples of special assessment need requests include additional time, additional rest periods, the use of audio recordings of examinations papers, transcriptions and extension deadlines. Once requests are approved, Dunecrest American School ensures that the necessary technology and/or resources are available for use during the exam dates and times.

PROGRESS AND MONITORING OF STUDENTS WITH SPECIAL NEEDS DURING THE IB DIPLOMA PROGRAM

Collaboration between the Learning Support Teachers and IB Teachers ensure that each student's instructional program is coordinated to maximize student success. Student progress is monitored regularly through internal assessments and mock examinations to ensure that both instructional programs and support services are matched to the needs of each student.

Since benchmark grades for IB students are set at level 4 or above, students who fall below a level 4 in mock examinations may require changes in instructional methods, adjustments to their level of support or adjustments to their overall program of study. For students who continue to struggle, this may include obtaining high level IB certificates in stronger subject areas while moving towards obtaining standard level certificates and/or American diploma credit in weaker areas. Each student's progress is evaluated individually, and appropriate alternatives are explored, always with the aim of maximizing the opportunity for student success and providing as full access as possible to the IB Diploma and its subjects.

CHILD PROTECTION

All school employees are required to report any and all suspected cases of child abuse immediately to the Head of School. Child abuse incidents are to be reported immediately from the time that one becomes aware of a child abuse situation. Applicable U.A.E. laws will be followed.

Child abuse and neglect, particularly sexual abuse, are among the world's most serious concerns, with millions of cases reported to various children's protective service organizations each year. It is estimated globally that 150 million girls and 73 million boys under the age of 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact (International Center for Assault Prevention). Yet, it is also estimated that much abuse is underreported either because the victims are afraid to tell anyone what has happened, or the adults who observe or suspect the abuse are unsure of what to do.

Dunecrest American School has a moral as well as legal duty to safeguard the welfare of our students, as well as those children using our facilities or involved with our programs and activities. The Child Protection Policy sets forth the steps our faculty, staff, students, volunteers, contractors, and consultants are required to take to minimize the threat of child abuse in our school and to respond promptly and effectively should abuse be observed, suspected, or disclosed.

Our goal is to build and maintain a proactive environment that protects children by either preventing child abuse before it occurs or by ensuring its earliest possible detection, intervention and reporting. Our strategy is to ensure that all school personnel, from professional faculty and staff, employees and contractual personnel, to student teachers, interns, volunteers, classroom assistants, students and parents understand the issues of child abuse and neglect; know how to recognize its signs and symptoms; are familiar with national, international and local reporting procedures; and know the responsibilities of mandated reporters, including how, when, and to whom to make a report. Our Policy strives to have procedures, and training in place so that if child abuse is suspected, observed, or disclosed to any member of the school community, that person will have the knowledge, information, and resources necessary to ensure that the child is safe, that the situation is communicated promptly and effectively, and that the suspicion or incident is reported to the appropriate authorities.

COMMONLY HELD MYTHS VS THE REALITIES ABOUT CHILD ABUSE AND NEGLECT

Myth: *Child abuse is carried out by strangers.*

Fact: Research indicates that 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of-record. When abuse is within the family, the transient life-style then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.

Myth: *Learning about child protection is harmful to your children.*

Fact: Research indicates that developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behavior.

Myth: *Abuse education is sex education.*

Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviors that include bullying, harassment and other forms of exploitation.

Myth: Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.

Fact: The reality is that there is no excuse for child abuse. No culture supports harming children.

Myth: Child abuse is a result of poverty and happens in low socioeconomic circumstances.

Fact: Research indicates that child abuse occurs in all racial, ethnic, socio-economic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.

Following are some of the characteristics/attributes of international school communities that should be taken in account when considering the context for our Child Protection Policy.

- Characteristics/attributes of international school children:
 - Transience and mobility impacts development of identity and relationships (especially for support in times of need);
 - Early maturity/sophistication vs. naiveté and immaturity in other areas;
 - Separation from extended families; working and traveling parents, and separation from long term friendships/relationships results in attachment issues and thus support during times of crisis or need may be minimal or non-existent;
 - Lost between multiple and sometimes conflicting cultures and value systems resulting in confusion of behavioral expectations;
 - High expectations placed on students to achieve academically;
 - Access to maids and other daily helpers (drivers); and
 - Access to expensive international schools because companies pay tuition while they (and their peers) in their home-of-record, previously attended public school.
- Characteristics of international school families:
 - Isolation from extended family, previous community for support;
 - Power differential in marriage (who has the work permit) creates vulnerability;
 - Impact of absentee parents;
 - “Love-hate” relationship with host country for expatriates;
 - Lack of control over critical life decisions: company decides where, when, and how the family moves. Lack of stability; and
 - Superficial/tourist relationship with host country.
- Characteristics of international school communities:
 - School takes on sole role as center of family life and often provides superficial relationships that cannot meet mental health needs;
 - Power influence: family’s “position” in community can be an inhibitor for school to act; and
 - Sense of being “lost” in diversity of community can cause further isolation.
- Cultural dynamics of international school communities:
 - Multiple norms rooted in different cultural traditions can cause confusion: religious values, values of parenting, discipline, caregiving, sexuality, gender roles and responsibilities;
 - Impact of rapidly changing “pop culture” from developed nations;
 - Varying degrees of openness rooted in cultural traditions; and
 - Varying cultural attitudes toward gender issues and child development, different concepts of developmental needs through childhood.

International school communities are vulnerable to abuse because the nature of abuse requires secrecy, insularity, isolation and limited access to support resources, which are some characteristics of the international community. International schools must respond to the reality that these characteristics are exactly the characteristics that perpetrators will use to their advantage in abusing children.

DEFINITION OF TERMS

Child protection concerns include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

Child Abuse according to the World Health Organization, constitutes “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.” A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem. Most child abuse is inflicted by someone the child knows, respects or trusts.

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. These symptoms could also indicate harm to self, such as, cutting and suicide ideation.

SIGNS OF PHYSICAL ABUSE

- Bruises, burns, sprains, dislocations, bites, cuts.
- Improbable excuses given to explain injuries.
- Injuries which have not received medical attention.
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains.
- Refusal to discuss injuries.
- Withdrawal from physical contact.
- Arms and legs kept covered in hot weather.
- Fear of returning home or of parents being contacted.
- Showing wariness or distrust of adults.
- Self-destructive tendencies.
- Being aggressive towards others.
- Being very passive and compliant.
- Chronic running away.

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child’s emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

SIGNS OF EMOTIONAL ABUSE

- Physical, mental and emotional development is delayed.
- Highly anxious.
- Showing delayed speech or sudden speech disorder.
- Fear of new situations.
- Low self-esteem.
- Inappropriate emotional responses to painful situations.
- Extremes of passivity or aggression.

- Drug or alcohol abuse.
- Chronic running away.
- Compulsive stealing.
- Obsessions or phobias.
- Sudden under-achievement or lack of concentration.
- Attention seeking behavior.
- Persistent tiredness.
- Lying.

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

SIGNS OF SEXUAL ABUSE

- Pain or irritation to the genital area.
- Vaginal or penile discharge.
- Difficulty with urination.
- Infection, bleeding.
- STDs.
- Fear of people or places.
- Aggression.
- Regressive behaviors, bed wetting or stranger anxiety.
- Excessive masturbation.
- Sexually provocative.
- Stomach pains or discomfort walking or sitting.
- Being unusually quiet and withdrawn or unusually aggressive.
- Suffering from what seem physical ailments that can't be explained medically.
- Showing fear or distrust of a particular adult.
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person.
- Refusal to continue with school or usual social activities.
- Age inappropriate sexualized behavior or language.

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

INDICATORS OF NEGLECT

- Medical needs unattended.
- Lack of supervision.
- Consistent hunger.
- Inappropriate dress.
- Poor hygiene.
- Inadequate nutrition.
- Fatigue or listlessness.
- Self-destructive.
- Extreme loneliness.
- Extreme need for affection.

- Failure to grow.
- Poor personal hygiene.
- Frequent lateness or non-attendance at school.
- Low self-esteem.
- Poor social relationships.
- Compulsive stealing.
- Drug or alcohol abuse.

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and lifetime health and well-being, especially if the children do not get appropriate support to help them cope with the trauma. The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long term impact on the victims and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.

LONG TERM IMPACT OF CHILD ABUSE

- Poor educational achievement.
- Inability to complete responsibilities.
- Inability to live according to plan/ability.
- Inability to care for self.
- Inability to coexist, cooperate or work with others.
- Lack of self-confidence, prone to addiction.
- Inability to express love/or accept love.
- Inability to lead family, constant health problem.
- Prone to mental health problems.
- Low self-esteem, depression and anxiety.
- Post-traumatic stress disorder (PTSD).
- Attachment difficulties.
- Eating disorders.
- Poor peer relations, self-injurious behavior (e.g., suicide attempts).

In addition to knowing the signs of victimization, below are some early warning signs to look out for in potential offenders.

SIGNS OF OFFENDERS (STUDENTS)

- Unusual interest in sex, sexualizing inanimate objects and activities.
- Does not stop sexual misbehavior when told to stop.
- Uses force and coercion in social situations.
- Unusual intensity when discussing sex and sexuality.
- Socializes with children much younger.
- Gives gifts, requires secrecy in relationships.

SIGNS OF OFFENDERS (ADULTS)

- Has "favorite" student or child.
- Attempts to find ways to be alone with children.
- Inappropriate language, jokes and discussions about and with students/children.
- Sexualized talk in the presence of students/children.

- Gives private gifts or has private chats on Facebook/internet.

Dunecrest American School is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

Dunecrest American School's teaching, support or administrative staff are prohibited at all times from physically disciplining a child.

We should be aware of our own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and young people. We must show prudent discretion before touching another person, especially children and young people, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. Physical contact with children can be misconstrued both by the recipient and by those who observe it and should occur only when completely nonsexual and otherwise appropriate, and never in private.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the Head of School.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between parents, administration, teachers, personnel, volunteers, and minors.

- Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
- Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

It is obligatory for faculty, staff, and administrators to report incidents of physical or psychological violence, aggression, harassment, and physical or sexual abuse immediately to the Head of School. The Students are encouraged to report incidents for which they themselves or others may be the victims. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to a school counselor. The counselor shall gather information and provide written documentation including the date, person or persons involved, and any additional relevant information. If there is reasonable cause to believe child abuse has occurred, the counselor will report to the Head of School who shall follow the steps noted in these guidelines, documenting all aspects of the investigation and resulting actions. Such actions include, but are not limited to, one or more of the following:

- Conference with students involved;
- Parent notification;
- Meeting with parents;
- Meeting with others pertinent to the case, including the alleged perpetrator(s);
- Contacting school nurse;
- Psychological assessment;
- Mandatory counseling sessions;

- Reporting to child protection services in UAE;
- Legal action and prosecution by the authorities;
- Suspension or termination of employment (if a school employee).

GUIDELINES FOR RESPONDING TO A CHILD'S DISCLOSURE

- Do not let a child swear you to secrecy before telling you something. You may need to report, which the child will view as breaking your trust with them.
- If a child asks to speak with you try to find a neutral setting where you can have quiet and few interruptions.
- Do not lead the child in telling. Just listen, letting him/her explain in his/her own words.
- Don't pressure for a great amount of detail.
- Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to register disgust or alarm.
- Do not make judgmental or disparaging comments about the abuser, it is often someone the child loves or with whom he/she is close.
- Do not make promises to the child that things will get better.
- Do not confront the abuser.
- If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting your Head of School. Do not take the child home with you.
- Respect the child's confidence. Limit the sharing of information.
- Explain to the child that you must tell someone else to get help.
- Try to let the child know that someone else will also need to talk with him/her and explain why.
- Empower the student by as much as possible allowing the child a part in the process.

ALLEGATIONS, AVOIDANCE, RECOMMENDATIONS

- The privacy of children in situations such as toileting, showering and changing clothes should be respected. When it is necessary to supervise children in these situations, at least two adults should be present and intrude only to the extent that the health and safety of the children require. Adult volunteers should preserve their own privacy in these situations.
- Avoid touching areas that are normally covered by swimming suits; breasts, buttocks, and groin.
- Sexual jokes, comments of a sexual nature, kissing, sensual massages or sexual gestures are not appropriate behavior for an adult staff member or volunteer.
- When volunteering to supervise overnight activities, adults will not share sleeping quarters with children other than their own.
- Revealing personal information about one's sex life by an adult volunteer or staff member is never appropriate.
- It is the adult's responsibility to set and respect boundaries. When a child attempts to involve an adult in inappropriate behavior, the adult must reject the overture.

PREVENTION: RECRUITMENT AND SCREENING POLICY

Dunecrest American School reserves the right to conduct background screening checks and make this explicitly clear to all employees and volunteers, at any time prior to or after employment or volunteer service has begun. This process will periodically be reviewed.

The first and most effective means of preventing child abuse is screening out potential abusers before they come to the school. All personnel, staff, teachers, volunteers, and other members of the community whose potential employment or volunteer service involves direct contact with, and/or the potential for unmonitored access to children (including any individuals who regularly provides transportation to children) will be given thorough reference and background checks.

The Head of School along with the School's Business Manager are responsible for initiating and evaluating the applicants for positions that require background checks. The background check includes:

- A written application and a "statement of suitability" requiring a signature stating that the applicant knows of no reason or prior circumstance that would preclude him/her from working safely with minor children.
- That any previous criminal convictions have been declared on the application.
- A personal interview.
- Credential check depending on position being sought.
- Reference checks.
- Sex offender registry check where possible.
- A statement that all background screening accomplished by or on behalf of the organization will comply with UAE requirements such as police checks on all employees for previous five years prior to working at Dunecrest American School.

This policy serves notice to all employees that any misrepresentations, falsifications, or material omissions in the information provided to the School during the application, interview and hiring process, whenever discovered, may result in disqualification from, or termination of employment or volunteer service at Dunecrest American School.

If a check indicates that the applicant has an adult criminal record that has not been declared on the application, it must be reviewed by the school and placed into one of the following three categories:

CATEGORY ONE

- The member of staff will be immediately dismissed.

CATEGORY TWO

Before a determination can be made the school can review additional information and consider the relevance of the criminal offense to:

- The nature of the employment or volunteer service being sought.
- The seriousness and specific circumstances of the offense.
- The age of the candidate at the time of the offense.
- The number of offenses.
- The length of time since the offense occurred.
- Whether the applicant has pending charges.
- Any relevant evidence of rehabilitation or lack thereof.
- Any other relevant information, including information submitted by the candidate.

Policy 8.160

STUDENT BIRTHDAY PARTY POLICY

This is a time for your child to feel extra special and celebrate their birthday with classmates. Parents are allowed to bring a healthy snack (fruit kebabs, popcorn, fruit cups etc.) and/or cupcakes or mini doughnuts and stay for the celebration if they would like. Please, no cakes or treat bags.

You will need to make arrangements with your child's teacher a week in advance for planning purposes. Due to fire regulations, we do not allow any candles and would also appreciate no birthday decorations or party horns. It is also our policy that siblings, cousins or friends from other classes may not join the celebration.

Policy 8.170

NATIONAL LEVEL ATHLETES

In keeping with policies of the UAE Government and Dunecrest American School, any absences of students, which results from their participation in national level participation, will be excused. However, it is the student's responsibility to bring in the appropriate documentation which will identify him/her as a national level athlete and to keep the school aware in writing of the official dates of absences. It is important for students to be aware that although the absences for national athletic participation will be excused, they are responsible for work missed during the absences.

Policy 8.180

TOILET TRAINING POLICY

We understand that occasional bathroom accidents do happen in school for any number of reasons. However, it is expected that your child is 100% toilet trained by the time school starts. All children must be able to:

- Pull up and down their own pants.
- Wipe themselves independently.
- Wash their own hands.

If a PreK or KG1 child repeatedly has accidents in their pants and a health issue has been ruled out, the child must stay at home for two weeks to master toileting skills.

Policy 9.010

COMMUNITY INVOLVEMENT

Residents of the community who are especially qualified because of training, experience, or personal characteristics shall be encouraged to take an active part in school activities.

Such persons, when not connected to the school, may be invited to advise and assist, individually or with groups.

Dunecrest American School encourages such assistance in specific areas after consultation with the Head of School. The school staff shall give substantial weight to the advice which they receive from individuals and community groups interested in the school, especially those individuals and groups which they have invited or created to advise them regarding specific problems. However, Dunecrest American School and staff shall use their own best judgment in arriving at decisions.

Policy 9.020

PARENT TEACHER STUDENT ASSOCIATION (PTSA)

Dunecrest American School encourages members of the parent community to be involved with School activities and to assist in ways deemed appropriate. Therefore, Dunecrest American School grants permission for the parent community to establish and maintain a Parent Teacher Student Association (PTSA) according to the bylaws of said organization.

Just as the PTSA supports the School, the School shall support the PTSA with meeting space, time for teacher representation at meetings, use of school publications for PTSA announcements, etc., all within reason and ensuring that such support does not negatively impact teaching and learning.

PARENT TEACHER STUDENT ASSOCIATION BYLAWS

ARTICLE I - PURPOSE

OUR SCHOOL PTSA SHALL STRIVE TO

- Develop a closer connection between school and home by encouraging parent involvement.
- Enhance the educational experience by supporting academic and enrichment activities.
- Improve the environment at our school by providing volunteer support.

ARTICLE II - POLICIES

SECTION 1

The program of this organization shall be educational and shall be implemented through committees, projects, and events.

SECTION 2

This organization shall be non-commercial, non-sectarian. No commercial enterprise shall be endorsed by it. Neither the name of the organization nor the names of its officers in their official capacities shall be used in any connection with a commercial concern or for any purpose other than the regular work of the organization.

SECTION 3

This organization shall not seek to direct the administrative activities of the School, or to control its policies.

SECTION 4

This organization may cooperate with other organizations and agencies active in child welfare, provided they make no financial and no manpower commitments, which bind their members.

SECTION 5

All funds shall be kept in a School account in the name Dunecrest American School PTSA.

SECTION 6

Reimbursement requests must be made within 30 days of the expenditure.

SECTION 7

Contract signing authority is limited to the President or the President's designee and Vice President.

ARTICLE III - MEMBERSHIP

SECTION 1

Membership is open to the teaching staff of Dunecrest American School and all parents or guardians of children attending our School; there shall be one vote per membership, one membership per household.

ARTICLE IV - FISCAL YEAR

The fiscal year of the PTSA shall be from August 1 through July 31 of the following year.

ARTICLE V - OFFICERS AND THEIR ELECTION

SECTION 1

- The officers of this organization shall consist of one President, up to two Vice-President(s), Recording Secretary, and Treasurer.
- Officers shall be elected annually in the month of May.
- Each position shall be voted for independently.
- The newly elected officers shall assume their duties August 1st and shall serve for a term of one year.
- The outgoing President shall be invited to serve as an advisor to the Executive Board for one year in order to ensure continuity.

SECTION 2

- There shall be a Nominating Committee composed of at least four (4) members, one of whom is a current officer or the immediate past president, as selected by the Executive Board.
- The Nominating Committee shall nominate at least one eligible person for each office to be filled and report its nominees at the April General Membership meeting. Additional nominations may be made from the membership at large. Voting shall take place in the month of May among the membership at large.
- The consent of each nominee shall be secured before his/her name is presented.
- The outgoing Executive Board and the newly elected officers shall have a combined meeting in June so as to provide an orderly transfer of responsibility.

SECTION 3

- A vacancy occurring in any office shall be filled by a majority vote of all remaining members of the Executive Board. If the office of President becomes vacant, a Vice President shall assume the duty for the remainder of the school year, or until the office is filled.

SECTION 4

- By a two-thirds (2/3) vote of the entire Executive Board, an officer may be removed from office for failure to perform duties.

ARTICLE VI - DUTIES OF OFFICERS

SECTION 1

PRESIDENT DUTIES

- Preside at all meetings.
- Present any new business.
- Be the official spokesperson for the organization.
- Act as custodian of all records of the organization.
- Recruit committee chairpersons.
- Deliver to the successor in office, all records in his/her possession by fiscal year end.
- Create and publish the annual PTSA calendar by the first PTSA meeting of the school year.

SECTION 2

VICE PRESIDENT DUTIES

- Aid the president.
- Perform the duties of the president in the event of that officer's absence or inability to serve.
- Act as liaison between committee and project chairs with the Executive Board.
- Deliver to the successor in office, all records in his/her possession by fiscal year end.
- Submit a written report detailing responsibility and recommendations to the future Board by fiscal year end.
- Manage the recruitment of volunteers for the various PTSA committees.

SECTION 3

RECORDING SECRETARY DUTIES

- Prepare the agenda for the General Membership meetings with the assistance of the Head of School.
- Prepare any materials needed for distribution or reference at General Membership meetings.
- Take minutes at Executive Board and General Membership meetings.
- Finalize minutes, obtain necessary approvals, and post minutes in a timely manner.
- Keep the files of communications, papers, and documents belonging to the organization.
- Deliver to the successor in office, all records in his/her possession by fiscal year end.
- Submit a written report detailing responsibility and recommendations to the future Board by fiscal year end.

SECTION 4

TREASURER DUTIES

- Be custodian of all organization funds, and shall be authorized to disburse funds on behalf of the PTSA.

- Give written monthly financial reports for review at all General Membership meetings and to the Executive Board in months with no General Membership Meeting.
- Provide a monthly cash-flow report at Executive Board Meetings.
- Prepare a year-end financial report by fiscal year end.
- Deliver to the successor in office, all records in his/her possession by fiscal year end.
- Submit a written report detailing responsibility and recommendations to the future Board by fiscal year end.

ARTICLE VII – EXECUTIVE BOARD

SECTION 1

COMPOSITION

The Executive Board shall consist of the officers of the organization and the Head of School or representative to act on his/her behalf.

SECTION 2

RESPONSIBILITY

The Executive Board shall be subject to the orders of the organization and none of its acts shall conflict with action taken by the organization.

SECTION 3

DUTIES OF THE EXECUTIVE BOARD SHALL BE

- To transact necessary business in the intervals between general membership meetings.
- To approve the plans of the project committees.
- To present a report at the general membership meeting of any action taken by the Executive Board.
- To fill vacancies of elected positions.
- To oversee activities of the school year.

SECTION 4

EXECUTIVE BOARD MEETINGS

The Executive Board shall meet monthly prior to the general membership meeting. Special meetings may be called by the President or by a majority of the members of the Board.

ARTICLE VIII – COMMITTEES

Committees shall be created by the Executive Board as needed to promote the purpose and interests of the organization. The need for specific committees will be reviewed annually.

SECTION 1

The chairpersons of each committee shall present their plans to the membership and a yearly report to their successors. No committee work shall be undertaken without the approval of the Executive Board.

The Chairpersons shall report on committee activities to the Vice President monthly and at the general membership meetings as necessary.

SECTION 2

Special committees may be established by the Executive Board, or by action taken at a general membership meeting.

ARTICLE IX - MEETINGS

SECTION 1

FREQUENCY

Regular meetings of the organization shall be held monthly during the school year or as designated by the Executive Board.

ARTICLE X - PARLIAMENTARY AUTHORITY

The authority for this organization shall be the most current edition of "Robert's Rules of Order"

ARTICLE XI - REVISION OF BYLAWS

SECTION 1

REVISION PROCEDURE

- A committee may be appointed to submit a revised set of bylaws as a substitute for the existing bylaws by a majority vote at a general membership meeting, or by a 2/3 vote of the entire Executive Board.
- Amendments and/or revisions must be presented in a PTSA general membership meeting at minimum one month prior to the general membership meeting in which all proposed changes are read and discussed.
- Bylaws may be amended or revised by the affirmative vote of 2/3 of the members present and voting at any general membership meeting provided that the proposed amendment has been presented at a previous regular meeting.

SECTION 2

REVISION SCHEDULE

These bylaws may be revised on a three-year schedule, or as needed.

These Bylaws were adopted by Dunecrest American School on _____.

Policy 9.030

GOVERNMENT AGENCIES

Dunecrest American School will develop and maintain good relations with government agencies at national, regional and local levels, whose activities affect or may affect the School in any way. This will include, but not be limited to:

- Educational Agencies
- Local Civil Administration
- Building and Planning Departments
- Law Enforcement Agencies
- Emergency Services
- Embassies

Policy 10.010

RELATIONS WITH OTHER SCHOOLS

The Head of School shall supervise School participation and shall foster activities with other schools, which will improve the educational program of Dunecrest American School. Any financial commitments of this type of program, if not provided for in the budget, shall have prior approval from the Esol Education Senior Executive Board.

The Head of School shall inform Esol Education annually of all regional and international associations with which the School is currently maintaining membership or relationship.

Policy 10.020

ACCREDITING AGENCIES

Dunecrest American School shall maintain accreditation with the Middle States Association of Schools and Colleges (MSA) and the International Baccalaureate Organization (IBO).

Dunecrest American School shall periodically make staff members available for service with Visiting Teams to other schools, once per school year, both for their professional development and as a part of our obligation for accreditation.

APPENDIX 1 ESOL EDUCATION HEAD OF SCHOOL APPRAISAL RUBRIC

SCHOOL NAME:
HEAD OF SCHOOL:

TECHNICAL LEADERSHIP

Demonstrated capacity to effectively optimize the School's financial, physical and human resources through sound management practices and organizational systems and processes that contribute to the implementation of the school's vision and goals.

TECHNICAL LEADERSHIP CAPABILITIES

KEY FOCUS: EFFECTIVE MANAGEMENT SKILLS

- Thinks and Plans Strategically
- Aligns Resources with Desired Outcomes
- Holds Self and Others to Account
- Responsive to Esol Education management

REFLECTION AND DEVELOPMENT FOCUS

HUMAN LEADERSHIP

Demonstrated ability to foster a safe, purposeful, accountable and inclusive learning environment, and the capacity to develop constructive and respectful relationships with staff, students, parents and other stakeholders. Use data to measure organizational health and action plan as appropriate. Effectively manage all aspects of teaching and non-teaching staff employment conditions, including performance management. Makes and communicates informed decisions. Manages crises and challenging situations effectively.

HUMAN LEADERSHIP CAPABILITIES

KEY FOCUS: ENHANCING THE SCHOOL'S HUMAN CAPITAL

- Advocates for All Students
- Develops Relationships
- Develops Individual and Collective Capacity
- Communicates effectively with various constituent groups
- Effective management of challenging relationships & circumstances

REFLECTION AND DEVELOPMENT FOCUS

EDUCATIONAL LEADERSHIP

Demonstrated capacity to lead, manage and monitor the school improvement process through a current and critical understanding of the learning process and its implications for enhancing high-quality teaching and learning in every classroom in the school. Uses data to inform teaching practice and enhance student learning and achievement. Uses data to inform teaching practice and enhance student learning and achievement.

EDUCATIONAL LEADERSHIP CAPABILITIES

KEY FOCUS: STUDENT LEARNING AND TEACHER PROFESSIONAL GROWTH

- Shapes Pedagogy
- Focuses on Achievement
- Promotes Inquiry and Reflection
- Uses data to inform constituents about trends, decisions and actions that are informing school development and continuous learning and improvement

REFLECTION AND DEVELOPMENTAL FOCUS

SYMBOLIC LEADERSHIP

Demonstrated capacity to model important values and behaviors to the school and community, including a commitment to creating and sustaining effective professional learning communities within the School. To have in place effective personnel practices that contributes to retention, an ethos of innovation, collaboration and a strong work ethic.

SYMBOLIC LEADERSHIP CAPABILITIES

KEY FOCUS: MODELING SCHOOL VALUES IN ACTIONS, SYSTEMS AND PROCESSES

- Develops and Manages Self
- Aligns Actions with Shared Values
- Creates and communicates knowledge with all constituent groups
- Is recognized as the instructional leader within the school community
- Displays contextual sensitivity in decision making

REFLECTION AND DEVELOPMENTAL FOCUS

CULTURAL LEADERSHIP

A well-developed sense of school effectiveness, commitment to international mindedness and a demonstrated capacity to lead the school community in promoting a vision of the future in harmony with the Esol Education and values and cultural norms of the host country and school community. The school vision should be underpinned by common purposes and values that will secure the commitment and alignment of stakeholders to realize the potential of all students.

CULTURAL LEADERSHIP CAPABILITIES

KEY FOCUS: LIVING THE MISSION

- Shapes the Future
- Develops a Unique School Culture
- Sustains Partnerships and Networks
- Ensures achievement of school strategic goals and targets

REFLECTION AND DEVELOPMENTAL FOCUS

SUMMARY STATEMENT OF HEAD OF SCHOOL NOTING PERSONAL/PROFESSIONAL GOALS FOR THE NEXT ACADEMIC YEAR, IN THE CONTEXT OF ALL FIVE DOMAINS.

SUMMARY STATEMENT OF ESOL EDUCATION REPRESENTATIVE NOTING HOW ESOL EDUCATION WILL SUPPORT AND RESOURCE THE ABOVE IDENTIFIED GOALS.

HEAD OF SCHOOL:

SIGNATURE:

DATE:

APPRAISAL CONDUCTED BY:

SIGNATURE:

DATE:

APPENDIX 2 ESOL EDUCATION SURVEY TEMPLATES

ESOL EDUCATION PARENTS SURVEY

For what period of time have had children attending this school?
Number of children enrolled currently?
Year levels of children)?

PARENTS

1. ACADEMIC PROGRAM

- 1.1 The school's program meets my students' overall academic needs.
- 1.2 The school clearly enables me to understand its curriculum.
- 1.3 The school offers an effective program in;
 - 1.3.1 English/ESL
 - 1.3.2 Arts
 - 1.3.3 Sciences
 - 1.3.4 Mathematics
 - 1.3.5 Social Studies
 - 1.3.6 Computers
 - 1.3.7 Fine Arts
 - 1.3.8 Arabic Language
 - 1.3.9 Foreign Language
- 1.4 I am aware of the school Mission Statement.
- 1.5 Teachers care about my child.
- 1.6 Teachers communicate effectively with parents.
- 1.7 The school meets my child's social and emotional development needs.
- 1.8 I am informed of my child's progress in meaningful ways.

COMMENTS:

2. STUDENTS

- 2.1. The School has a broad and effective community service program (e.g. charities, environment and international projects).

- 2.2 The school's sports program meets my child's needs.
- 2.3 Students at our school are responsible and well behaved.
- 2.4 My child has friends at the school.
- 2.5 School discipline is fair.
- 2.6 Homework assists my child's learning.
- 2.7 Teachers care about my child.
- 2.8 The school teaches good moral values.
- 2.9 The school builds my child's confidence and self-esteem.

COMMENTS:

3. COMMUNITY

- 3.1 There is effective communication between parents and teachers.
- 3.2 The school communicates to its community in an easily accessible manner.
- 3.3 The school takes sufficient consideration of the differences in nationalities and languages.
- 3.4 I feel welcome and able to make suggestions.
- 3.5 When I contact the school, I receive courteous attention.
- 3.6 The school Parents, Teachers and Friends Committee is active.
- 3.7 The school culture and atmosphere are consistent with those of the community.

COMMENTS:

4. SCHOOL AND THE WIDER WORLD

- 4.1. The school's public website is easy to access and navigate.
- 4.2. The school's public website is informative and up-to-date.
- 4.3. The school is seen positively within the wider community.

COMMENTS:

5. FACILITIES AND RESOURCES

- 5.1 The school offers appropriate facilities and resources for all its curriculum areas.
- 5.2 The school provides a safe and secure environment for students.
- 5.3 Facilities are clean and well maintained.
- 5.4 School cafeteria services meet the needs of my child.
- 6.5. Transportation (bussing) services are adequate.

COMMENTS:

6. OVERALL SATISFACTION

- 6.1 I am satisfied with my child's educational experience at our school.
- 6.2 I would recommend our school to others.

COMMENTS:

ESOL EDUCATION TEMPLATE FOR FACULTY SURVEY

Number of years at school:
Division of the school: Elementary/Middle/High:

1. ACADEMIC PROGRAM

- 1.1 The school's program meets students' overall academic needs.

- 1.2 The school offers an effective program in;
 - 1.2.1 English/ESL
 - 1.2.2 Arts
 - 1.2.3 Sciences
 - 1.2.4 Mathematics
 - 1.2.5 Social Studies
 - 1.2.6 ICT
 - 1.2.7 Fine Arts
 - 1.2.8 Arabic Language
 - 1.2.9 Foreign Language
- 1.3 The School meets students' learning support needs.
- 1.4 The School clearly enables me to understand its curriculum.
- 1.5 The curriculum is clearly articulated horizontally and vertically.
- 1.6 The School meets the needs of talented and highly able students.
- 1.7 The School meets students' social and emotional development needs.
- 1.8 The timetable meets my teaching and planning needs.
- 1.9 Assessment strategies reflect the goal of improving learning.
- 1.10 The ICT infrastructure supports the learning program.

COMMENTS:

2. STUDENTS

- 2.1 The School has a broad and effective community service program (e.g. charities, environment and international projects).
- 2.2 The School has effective student councils.
- 2.3 The school's sports program meets students' needs.
- 2.4 Student behavior reflects the ethos/mission of the school.
- 2.5 Effective student management procedures are in place.
- 2.6 Guidance/Counselling services match the needs of students.

COMMENTS:

3. ORGANIZATION & CULTURE

- 3.1. The School provides significant, relevant professional development.
- 3.2. The School provides appropriate working facilities for faculty.
- 3.3. The School provides effective communication between faculty and school leadership.
- 3.4. The School provides a positive work environment.
- 3.5. An effective appraisal system operates at the School.
- 3.6. School structures provide an opportunity for professional advancement.
- 3.7. My workload is commensurate with my role.
- 3.8. I am aware of the school Mission Statement.
- 3.9. The School operates according to its Mission Statement.
- 3.10. My teaching assignment is consistent with my qualifications.
- 3.11. There is open communication with my supervisor.

COMMENTS:

4. COMMUNITY

- 4.1 There is effective communication between teachers and parents.
- 4.2 The School communicates to its community in an easily accessible manner.
- 4.3 The School takes sufficient consideration of the differences in nationalities and languages.
- 4.4 The School communicates its expectations and the opportunities for my voluntary

participation in community building activities.

4.5 The School is seen positively within the wider community.

COMMENTS:

5. FACILITIES AND RESOURCES

5.1. The School offers appropriate facilities for all its curriculum areas.

5.2. The School provides a safe and secure environment for students.

5.3. Adequate teaching resources are available.

COMMENTS:

6. LEADERSHIP (DIRECTOR)

The Director;

8.1. Provides purposeful direction.

8.2. Is accessible.

8.3. Understands the issues faced by teachers/staff.

8.4. Makes me feel valued and respected.

8.5. Has my professional respect

COMMENT:

7. LEADERSHIP (DIVISIONAL)

My principal;

8.1. Provides purposeful direction.

8.2. Is accessible.

8.3. Understands the issues faced by teachers/staff.

8.4. Makes me feel valued and respected.

8.5. Has my professional respect

COMMENT:

8. BENEFITS

8.1 The salary and benefit package are competitive within the region.

8.2 Accommodation is suitable.

8.3 Transportation between school and accommodation is adequate.

8.4 The medical insurance coverage is comprehensive.

8.5 The school's structure of salary and benefits is transparent and clear.

8.6 I would recommend this school to colleagues as a place to work.

COMMENTS:

TO RETAIN STAFF AT OUR SCHOOL, WHAT KEY PRIORITIES NEED TO BE ADDRESSED?

IN RECRUITING STAFF, WHAT ASPECTS OF THE SCHOOL/LOCATION NEED TO BE EMPHASIZED?

APPENDIX 3 ESOL EDUCATION HEAD OF SCHOOL REPORTS

SCHOOL COMMENCEMENT REPORT

1. Name of School
2. Name of Head of School
3. Please provide an update on the status of your school's accreditation with the Middle States Association (MSA) and/or the Council of International Schools (CIS), as well as the status of any International Baccalaureate (IB) or other externally authorized program.
4. Please include the one year goals and priorities for the School Development Plan (or Organizational Plan) for the next academic year including a detailed breakdown of how these priorities and goals will be achieved and how they link to accreditation or inspection reports from the previous year.
5. Please provide detailed information about your school's student enrollment for this academic year, by grade level, including number of new students, and number of returning students.
6. Please provide detailed information about your school's student application information for the current school year, by grade level, including number of applications and number of students tested, and numbers accepted and enrolled. Include totals of breakdown of nationality and gender. Indicate the % of students who left the school and what were the main (not individual) reasons for leaving.
7. Please complete the following table showing all staff employed at the school this academic year who are designated as Local Hire. Exclude Admin and Support including Teaching Assistants.
8. Please complete the following table showing all staff employed at the school this academic year who are designated as Overseas Hire.
9. Please provide an update about any developments related to local educational authorities, including any actions or decisions of local regulatory authorities that affect the school. If your school is in a jurisdiction that conducts any form of school inspection, please provide detailed information regarding the school's status in the inspection process.
10. Please provide a detailed update about school and student safety conditions, including:
 - The status of school emergency response procedures.
 - Any concerns regarding safety of students or staff, whether related to security threats, school facilities, student transportation, student drop-off and pick-up, or any other issue.
 - Action to be taken.
11. Please provide a detailed update about school facilities, including:
 - Any changes in the school facilities from the last academic year to the present academic year.
 - Any concerns regarding the school facilities.
12. Please provide a report about any areas of concern with operational functions (finance office, cleaning, security, maintenance, transportation, food service, uniforms, etc.) at your school.
13. Please provide a brief report on the progress of utilization of IT/ICT within your school for both educational and operational purposes including website and portal. Please explain how ICT has impacted on:
 - Teaching
 - Learning
 - Assessment Practices
14. Please include details of any concerns about the state of IT/ICT within your school.
15. Please provide a report about university admissions for your school's graduating class last academic year including the following for each graduate:
 - The name of each student and college or university to which the graduate was made an offer.
 - The final list of universities, which the students will be attending.

16. Please provide a detailed report of your school's results in International Baccalaureate (IB) examinations, GCSE/IGCSE examinations for the previous academic year. Indicate academic progress compared to international averages, comparisons with previous years and any significant increase or decrease in attainment. Give a brief explanation of how staff in the school will analyze and utilize this data.
17. Please provide a brief analysis of standardized testing conducted at the school during the previous academic year other than IB and IGCSE.
18. Please provide a detailed report regarding the school's standardized testing regime, including:
 - A detailed schedule of standardized testing to be conducted during this academic year, including the type of test(s) and grade levels and details of any changes in the school's standardized testing regime from the previous academic year.
19. Please provide an update on areas of curriculum review and/or curriculum initiatives planned for this academic year.
20. Please list extracurricular activities (athletics, arts or otherwise) planned for this academic year for each age group.
21. Please provide a report about planned professional development activities at your school for this academic year. Indicate how the planned activities relate to School/Institutional Development Plan priorities or targets. Indicate what difference this CPD will make to your school during this year.
22. Please provide a report regarding any significant changes in school policy for this academic year.
23. Please provide an outline of the school organizational structure (as an attachment).
24. Please comment on the status of role descriptions for the following:
 - Individuals in administration, leadership, or management positions.
 - Teachers, counselors, and librarians.
 - Support staff.
25. Please provide information about your school's marketing and other student recruitment activities.
26. Please provide information about any new or innovative practices or initiatives at your school, which you would like to share.
27. Please provide any additional comments or information you would like to include as part of this Commencement Report.

SCHOOL PROGRESS REPORT 1

1. Name of School
2. Name of Head of School
3. Please provide a report on noteworthy athletic, cultural, or educational extra-curricular activities that have taken place at your school during the current school year, including any noteworthy student excursions or trips.
4. Please provide details on noteworthy achievements by individual students during the present school year, including academic, athletic, or other noteworthy achievements, community service and leadership.
5. Please provide a report on noteworthy athletic, cultural, or educational extra-curricular activities that have taken place at your school since Progress Report 1, including any noteworthy student excursions or trips.
6. Please provide information about any student suspensions or other significant disciplinary measures that the school has had to take during the current school year.
7. Please provide an update on any changes in school staffing since October's School Commencement Report, including any new hires or departures.
8. Provide report on teacher retention and number of teachers who have chosen not to return and not to invite back.
 - How many staff are leaving at the end of this academic year?
 - How many were asked to leave?
9. Please provide an update about any developments related to local educational authorities, including any actions or decisions of local regulatory authorities that affect the school. If your

school is in a jurisdiction that conducts any form of school inspection, please provide detailed information regarding the school's status in the inspection process (if relevant and not covered in previous reports).

10. Any updates on concerns regarding safety of students or staff, whether related to security threats, school facilities, student transportation, student drop-off and pick-up, or any other issue.
11. Please provide an update regarding any issues or concerns related to school facilities.
12. Please provide an update on the progress of utilization of IT/ICT within your school for both educational and operational purposes. Please explain how ICT has impacted on:
 - Teaching
 - Learning
 - Assessment Practices
 - Please include details of any concerns about the state of IT/ICT within your school.
13. Please provide an update on the progress of the teacher appraisal process within your school during the current school year.
14. Please provide an update on the progress of the administrator appraisal process within your school during the current school year.
15. Please provide details of any concerns regarding the performance or competence of specific teachers or other professional staff members.
16. Please provide a report about any areas of concern with operational functions (finance office, cleaning, security, maintenance, transportation, food service, uniforms, etc.) at your school.
17. Please provide a report of any concerns regarding the performance or competence of specific support staff members.
18. Please provide a report on professional development activities or initiatives at your school and impact on school development plan targets/priorities during the current school year.
19. Please provide a report about standardized or other external testing that has taken place at your school during the current school year, including a summary of the results of any such testing if received.
20. Please provide an update on the progress of curriculum development and/or curriculum initiatives at your school during the current school year (as targets/priorities in the development plan).
21. Please provide an update on policy development at your school during the current school year.
22. Please provide a report about professional staff members within your school who are deserving of special recognition.
23. Please provide an update on stakeholder relations within your school during the current school year, including information about the activities of staff and parent representative bodies.
24. Please provide any additional comments or information you would like to include as part of this School Progress Report.

SCHOOL PROGRESS REPORT 2

1. Name of School
2. Name of Head of School
3. Please provide details on noteworthy achievements by individual students or groups of students during the present school year, including academic, athletic, or other noteworthy achievements.
4. Please provide information about any changes in student enrolment since the Commencement Report and about enrolment expectations for the next school year.
5. Please provide an update on any changes in school staffing since January's Progress Report 1, including any new hires or departures. Please provide an update on how many staff are leaving at the end of this academic year? How many were asked to leave?
6. Please provide a final report on the conduct of the teacher appraisal process within your school during the current school year.
7. Please provide a final report on the conduct of the administrator appraisal process within your school during the current school year (if applicable).

8. Please provide details of any concerns regarding the performance or competence of specific teachers or other professional staff members during the current school year. Please include details of the actions the school administration has taken to remedy the situation.
9. Please provide information about any student suspensions or other significant disciplinary measures that the school has had to take during the current school year.
10. Please provide a final report about university admissions for graduating students. List the name of the student and the college that has offered them a place and which they have made a final acceptance.
11. Please provide an update about any developments related to local educational authorities, including any actions or decisions of local regulatory authorities that affect the school. If your school is in a jurisdiction that conducts any form of school inspection, please provide detailed information regarding the school's status in the inspection process (if relevant and not covered in previous reports).
12. Any updates on concerns regarding safety of students or staff, whether related to security threats, school facilities, student transportation, student drop-off and pick-up, or any other issue.
13. Please provide an update regarding any issues or concerns related to school facilities.
14. Please provide an update on the progress of utilization of IT/ICT within your school for both educational and operational purposes since Progress Report 1. Please include details of any concerns about the state of IT/ICT within your school.
15. Please provide a report about any areas of concern with operational functions (finance office, cleaning, security, maintenance, transportation, food service, uniforms, etc.) at your school.
16. Please provide a report of any concerns regarding the performance or competence of specific support staff members.
17. Please provide a report on professional development activities or initiatives at your school during the current school year. Indicate what difference this CPD made to your school during this year and impacted upon the target priorities set in the development plan.
18. Please provide a report about standardized or other external testing that has taken place at your school since Progress Report 1, including a summary of the results of any such testing if received. Attach supporting documents, if available.
19. Please provide details of any available predictive scores on IB, IGCSE, or other external examinations to be taken by your students during the remainder of the current school year.
20. Please provide an update on the progress of curriculum development and/or curriculum initiatives at your school during the current school year.
21. Please provide an update on policy development at your school during the current school year.
22. Please include the main one-year goals and priorities for the School Development Plan/Organizational/Institutional Education Plan for the next academic year.
23. Please provide a report about professional staff members within your school who are deserving of special recognition.
24. Please provide an update on stakeholder relations within your school since Progress Report 1, including information about the activities of staff and parent representative bodies.
25. Please provide any additional comments or information you would like to include as part of this School Progress Report.