



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

Elementary School Handbook

Document Information			
Created by:	HOS	Reviewed by:	Principal
Created:	June 2019	Last Reviewed	June 2022
Next Review:	June 2023		
Signature (Principal): Sara Kimberly Hollis			

ELEMENTARY HANDBOOK

Contents

ASCS Learning Definition	4
School Calendar	5
School Timing	5
Elementary Staff	5
Assembly	5
Homeroom	6
Uniform	6
Attendance	7
Lateness	7
Dismissal	8
Planned Absences Outside School Holidays	8
Safety and Security	8
Elementary Curriculum FAQs	9
Goals of Elementary School	9
Foundational Skills	9
English Language Learners (ELL)	10
Inclusion (SEND).....	10
Assessment	10
Parent Conferences	11
Retention	11
Behavioral Guidelines	11
ASCS Learner Dispositions.....	12
Class Code of Conduct.....	13
Elementary School Discipline	15
Expectations and Process.....	15
Leaving Campus	16
Damage to School	16
iPads.....	16
Physical Education	16
Nuts, Candy, Chewing Gum, and Carbonated Drinks	16
Pool and Gym Safety.....	16
Academic Honesty	16



ELEMENTARY HANDBOOK

<i>Plagiarism</i>	17
Clinic	17
Immunization Record – a copy is required	17
When to Keep Your Child At Home.....	17
Medications	18
Vaccinations	18
Hot Weather Policy	18
Bus Behavior	18
Extra Curricular Activities	19
Communication	19
Appointments with School Leadership and Counselors	20
Parent Teacher Association (PTA)	20
Sharing Expertise	20
Field Trips	20

ASCS Learning Definition

This learning definition was collectively written with input from all stakeholders:

“Through demonstrating creativity, collaboration, and communication, learners at ASCS will master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures and global changes.”

Our current guiding statements articulate a commitment to student-centered learning and provide guidelines for the well-being of the whole school community.

Mission

Where educators see learning through the eyes of their students and our students see themselves as their own teachers and leaders.

Vision

Lighting the way to a better future through faith, leadership, creativity & scientific understanding of learning.

School Values

Excellence Creativity Leadership Collaboration Tolerance

In line with our guiding statements and core values, we endeavor that all our learners to be . . .
Risk takers who see mistakes as opportunities to learn, grow, and develop and are willing to try new things, take risks in applying strategies to solve problems in conventional and creative ways
Assessment capable learners who know where they are going, how they are doing, and how they are going to get there.
Actively and purposefully engaged with issues and activities they regard as important.
Critical thinkers who question and verify information to be better inform their own opinion.
Independent learners who are involved in the planning of their own work, take responsibility for their learning, and seek out appropriate resources and help from a variety of sources.
Able to work independently and collaborate with peers and are given the support to do so.
Appreciative, respectful and caring for the concerns, views, and feelings of others.
Able to discuss issues which are said to underpin our society such as democracy, fairness, equity, and justice and relate them to their own lives.
Able to develop positive relationships with teachers, students, and other adults.

School Calendar

The 22-23 School Calendar is reflected below for your ease of reference for key holiday dates. It is essential that any travel does not take place during instructional days which results in loss of learning time.

22-23 School Summary Calendar	Click Here
-------------------------------	----------------------------

School Timing

Students are to arrive between 7:05 am – 7:10 am in order to ensure they are in their classroom before 7:15 am in order to participate fully in the Homeroom lesson that starts at 7:15 am.

Mondays – Thursdays	7:15 am – 2:30 pm
Fridays	7:00 am – 11:10 am

Scheduling for elementary students allows students to experience a rich curriculum including many specials such as Art, Physical Education, Swimming (Grades 3-4), Social Emotional Learning (SEL), Quran, Internal ECAs, Library, etc.

Elementary Staff

The Elementary School consists of Grades 1- 5. As a KG to Grade 9 school we have a wide variety of faculty, administration, and support staff to serve the needs of the children and parents in all aspects of each child’s education. This team is comprised of the Principal, Head of Academics, Head of Elementary, Head of MOE Subjects, Head of Inclusion, Subject Heads, Social Workers, Support Team Teachers (SEN and ELL), Team Leaders, Learning Support Assistants, and the Administrative Personnel.

Sara Hollis Principal
 Fatma Khalid Head of Academics
 Dina Murad Head of Elementary

Assembly

Elementary school assemblies will be held once a week. Assemblies allow us to connect our learning community, celebrate student success., and promote school spirit. Through these events, our students develop confidence and competence sharing with others, in addition to learning appropriate audience skills.

ELEMENTARY HANDBOOK

Homeroom

The morning homeroom session allows for pastoral care and follow up and it is vital students attend school on time in order to participate fully in these sessions.

Homeroom Grades 1-2

Monday	Tuesday	Wednesday	Thursday	Friday
7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am
Wellbeing Lesson	Virtues in Practice Session	Reading – RAZ Kids	Assembly in MPH	Writing

Homeroom Grades 3-4

Monday	Tuesday	Wednesday	Thursday	Friday
7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am
Wellbeing Lesson	Virtues in Practice Session	Exact Path	Assembly in MPH	Exact Path

Homeroom Grades 5 Boys

Monday	Tuesday	Wednesday	Thursday	Friday
7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am
Wellbeing Lesson	Virtues in Practice Session	Exact Path	Exact Path	Assembly in MPH

Homeroom Grades 5 Girls

Monday	Tuesday	Wednesday	Thursday	Friday
7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am	7:15 – 7:40 am
Wellbeing Lesson	Virtues in Practice Session	Assembly in MPH	Exact Path	Exact Path

Uniform

Part of students' readiness to learn is for them to be in full school uniform each day.

Boys	Girls
<ul style="list-style-type: none"> School pants Black shoes and white socks School shirt Dark navy-blue or black jacket (no hoodies or pull overs which prevent you from seeing the school shirt underneath). Must have zipper to 	<ul style="list-style-type: none"> Pinafore for KG Girls White Sheila (Grades 5-6) Navy blue Sheila (Grades 7-9) Grade 1-4 girls – school skirt and white school blouse (except PE days where they are in the PE uniform with long sleeves for grades 1-4)

ELEMENTARY HANDBOOK

<p>allow us to see school uniform underneath.</p> <ul style="list-style-type: none">• PE Days – School PE Pants and School PE Shirt	<ul style="list-style-type: none">• Grades 5-9 – school abaya (on PE days the PE uniform is worn under the abaya)• Dark navy-blue or black jacket (no hoodies or pull overs which prevent you from seeing the school shirt underneath). Must have zipper to allow us to see school uniform underneath.• Black shoes and white socks.
---	--

Attendance

Everyday is an important learning day as our teachers create authentic and meaningful learning opportunities for their students. As such, it is important that children are present regularly throughout the year. While the life opportunities extended holidays and vacations permit, they do interrupt and impact students' educational progress.

Good teachers and the best curriculum are of little consequence if students do not attend school on a regular basis. Frequent absences not only impacts a student's academic success, but also has future implications for success in life. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Establishing good attendance habits early will better equip young people toward being productive members of society. Time lost from the classroom is essentially irretrievable; the experiences, discussions and the uniqueness of the classroom learning process require school attendance. Classroom attendance is considered to be an integral part of the student's course of study.

Therefore, we require that parents require their child(ren) to attend school regularly during the hours and terms that school is in session.

Reasons for absence must always be communicated to the school. The school cannot authorize absences. Absences of more than 48 hours without the support of a sick note will be worked as unauthorized absence. If a child needs to miss school for any other reason this should be requested in writing to the Head of Section of the student's phase i.e. Head of Elementary.

Lateness

The building doors are open at 7:05 a.m. and students can proceed to the classroom from 7:05 – 7:10 a.m. Students are expected to be in their classrooms by 7:15 am. Punctuality shows respect for others, classmates, and teachers. Late arrivals affect not only the student who is late but disrupts the entire group. Late arrivals are recorded and appears on the semester report. Parents are requested to emphasize the importance of being on time with their children. When your child will be late or absent from school, please email your child's supervisor and homeroom teacher to notify him/her. All unexplained absences will result in an email home confirming the absence and safety of your child. Any student arriving after 7:30 am must report to the main reception to receive a late slip and they will

remain there till they can be escorted to class by either registration staff or phase supervisor so as not to interrupt lesson already in progress.

Dismissal

Grade 1-4

Students can be picked up by one parent only who may proceed to the entrance of the classroom at 2:30 pm but will not enter the classroom. Gr 1-4 parents are to enter via Door 3 (entrance by football pitch) and exit by Door 5 (exit by staircase at end of the Gr 1-2 hallway). All students must be picked up no later than 2:45 pm. At 2:50 pm, any remaining students will be escorted to the Gr 1-4 late room, which is the Ground Floor Library, where they will be signed in by their last session teacher and handed over to the Phase Supervisor for supervision. At 3:20 any remaining students will be escorted to the main reception in order to be handed over to the Head of Section. Repetitive late pick up will be followed up by Head of Section to address concern.

Grade 5

Parents picking up Grade 5 students may enter Door 3 and give their child's name and section to staff on duty on the door who will message to staff upstairs to send their child down. After giving their child's name, parents may exit Door 4.

Planned Absences Outside School Holidays

It is the school's philosophy that attendance in class is of primary importance. There are times, however, when an absence is unavoidable due to unforeseeable or emergency circumstances. In such cases, the parent is responsible for contacting the school and seeking approval from Head of Section. Assignments and examinations may not always be available in advance and may have to be completed upon the student's return.

Safety and Security

Our operations team works with academic staff to train on procedures for building evacuations. Homeroom teachers teach emergency procedures for building evacuation and relocation to a safer area of the school. Drills are practiced so that students know the appropriate responses in emergency scenarios such as a fire at school.

When dropping off or picking up their child, parents must wear their Parent Lanyard so we can identify them as a parent and check which students belong to them. When visiting the school for meeting, etc parents are requested to wear their Parent ID Lanyard and to sign in via the Phase 1 reception.

Elementary Curriculum FAQs

What standards are used to shape learning at ASCS?

We utilize California Common Core Standards (English, Math, Computer Science, PE, Art) and Next Generation Science Standards (NGSS) for science.

How do you teach Literacy?

Literacy learning is consistent K-5 to ensure continuity of language and structure as our students move through the grades. Student achievement is tracked through grade level learning, three NGRT reading assessments, and MAP Assessments.

How do you teach Numeracy?

Numeracy learning is guided by the Common Core standards. Through our K-5 scope and sequence our numeracy learning is scaffolded across the grades to ensure age appropriate learning that challenges and supports our students in their learning. Our numeracy program is a balance of foundational skills and conceptual understandings.

Goals of Elementary School

Through an enriched American curriculum, ASCS will:

- Establish a firm foundation in the core curricula of Literacy, Numeracy, Science and Health, through an inquiry-based pedagogy grounding in the Future Fluencies;
- Enrich the curriculum through age-appropriate activities in classes such as Art, Physical Education, Library Media, Computer Science, Social Emotional Learning (SEL);
- Enable students to gain an understanding of global issues;
- Provide an environment that celebrates and promotes maximum growth and development of children;
- Instill an interest in and an eagerness for learning that permits children to realize their fullest potential;
- Recognize and respond to the individual intellectual, physical, emotional, and social developmental patterns of children
- Provide a program of active, child-centered learning based on a progression from concrete to abstract thinking.

Foundational Skills

The teaching and learning of foundational skills in the Elementary School is delivered through integrated cross-curricular units. Students explore various topics and engage in learning opportunities tailored to their interests, utilizing the Future Fluencies as a primary process for acquiring and demonstrating new knowledge. Our one-to-one iPad program facilitates effective utilization of technology for creativity. In addition, the Moral Education Program is complemented by our Wellbeing Sessions and Social Emotional Learning lessons.



ELEMENTARY HANDBOOK

The Literacy program in the Elementary School integrates skills that include reading, writing, word study, speaking, listening and language usage. The development of these skills is supported through the Readers & Writers Workshop approach in KG1 – Grade 5.

The study of Numeracy includes foundational computation, problem solving and real-life applications, using various tools and strategies inclusive of technology.

Our students are encouraged to exhibit an understanding of key scientific concepts and principles and develop their capacity for scientific thinking and processing through inquiry. Students study life, physical, earth and space sciences where they apply their knowledge and understanding via identifying and working towards solving real-world problems. The engineering and design cycle is an integral aspect of the problem-solving process.

Exact Path offers personalized, self-directed learning for Literacy and Numeracy. In Exact Path, all students automatically receive a personalized learning path of pedagogically sound, self-paced curriculum. The 100% mobile-optimized, direct instruction and activities use a mastery learning approach to adapt to each student's needs and remediate with prerequisite Building Blocks as needed.

English Language Learners (ELL)

The ASCS Elementary School Division is committed to differentiated instruction to attend to the individual needs of all students. In order to inspire excellence in academics for each child, we provide an English Language Learners (ELL) program that uses the sheltered immersion model and WIDA program, as applicable, to support ELL students in the mainstream classroom.

Inclusion (SEND)

In ASCS's continued commitment to the Dubai Inclusive Education Policy Framework, the Inclusion Program (SEND) is available for students who require additional support in all grades. This support is designed to assist students to achieve grade-level standards, as well as challenge and extend students who are achieving above grade level in the mainstream classroom. The Student Support Team provides planned accommodations, modifications, and teacher training and guidance.

Assessment

Student progress is reported to parents throughout the school year, as outlined below.

Report Cards

Official Report Cards are issued twice a year, at the end of each semester.

Classroom Monitor Reports

Classroom Monitor Reports are issued 4 times a year, mid-semester and end of semester. These include indicators of progress made by each student towards achieving the curricular standards that are developmentally appropriate for each grade level. The progress indicators are:

MASTERING (M) Learner provides compelling evidence demonstrating the transfer of concepts, knowledge and skills as indicated by the stated learning outcome (standard). Observable evidence of this level will include skills such as evaluating, justifying, synthesizing, proposing, and defending.

ELEMENTARY HANDBOOK

ACHIEVING (AC) Learner provides sufficient evidence to securely demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Observable evidence of this level will include skills such as applying, analyzing, explaining, comparing, contrasting, organizing, and connecting.

APPROACHING (AP) Learner provides partial evidence to demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Additional focus and practice are needed to develop and solidify the learning outcome. Observable evidence of this level will include skills such as identifying, using/employing, classifying, completing, re-phrasing, summarizing, and describing.

DEVELOPING (D) Evidence provided by the learner has just begun to demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Observable evidence of this level will include skills such as recalling, identifying and repeating.

NOT ASSESSED (NTA) Learner was not assessed on a particular learning outcome (standard).

Parent Conferences

Parent/Teacher Conferences are held in September and November and again in February. These conferences are meant for teachers and parents to share information that will ensure their child has a successful year. In February, the school holds Student Led Conferences for Grades 5-9 which are an opportunity for the students to share their work and set goals with their parents. Conferences may also be scheduled by request of either the teacher or the parents with Specialists. In addition, all teachers are available to meet with parents throughout the year, with prior appointments.

Retention

Students that successfully complete the educational requirement of each grade level are promoted to the next grade level at the end of the year. Students that may need additional time to develop the skills needed for a grade level may be retained. Discussions will be held with the parents and the classroom teacher as soon as concerns about a student's success become apparent. The Head of Inclusion, Head of Academics, and Principal will also be involved in this decision where learning difficulties are indicated.






Behavioral Guidelines

We believe that all students should have the opportunity to develop to their fullest potential. Our school commitment is to guide students to become progressively more self-disciplined, responsible learners, able to work independently and cooperatively. We will provide a positive learning environment that is developmentally responsive to the social and academic needs of students. This environment, both in and out of the classroom, encourages a wide range of learning experiences, while emphasizing basic skills. We encourage close collaboration and partnerships with students, parents, and faculty. These partnerships will facilitate successful transitions by students throughout their lives. At the American School of Creative Science (ASCS), we want students to be **Ready, to be Respectful, and to be Safe.**

ELEMENTARY HANDBOOK

ASCS Learner Dispositions

I am a **successful learner** because I do it the **ASCS** way!

I	am	resilient		<input type="checkbox"/> I never give up - I persist. <input type="checkbox"/> I have a growth mindset. <input type="checkbox"/> I take other's feedback positively. <input type="checkbox"/> I manage distractions.
I	am	resourceful		<input type="checkbox"/> I find new ways to improve my work. <input type="checkbox"/> I take risks. <input type="checkbox"/> I ask critical thinking questions. <input type="checkbox"/> I make links and use learning technologies.
I	am	responsible		<input type="checkbox"/> I respect myself, my peers and teacher. <input type="checkbox"/> I am considerate of the environment. <input type="checkbox"/> I can work independently and collaborate. <input type="checkbox"/> I am organized.
I	am	reflective		<input type="checkbox"/> I understand myself as a learner. <input type="checkbox"/> I plan, revise and evaluate my learning. <input type="checkbox"/> I imagine things from a different perspective. <input type="checkbox"/> I learn from mistakes.
I	am	ready to reason		<input type="checkbox"/> I can justify my point of view. <input type="checkbox"/> I can consider evidence. <input type="checkbox"/> I can think critically.

ELEMENTARY HANDBOOK

Class Code of Conduct



WE EXPECT ALL STUDENTS TO BE READY TO LEARN, TO SHOW RESPECT TO EACH OTHER, AND TO FEEL SAFE IN SCHOOL.

Ready to Learn

- We arrive to school on time and have high levels of attendance.
- We bring the correct equipment and wear the school uniform.
- We show that we are actively listening in every lesson.
- We know where our seats are.
- We have completed all pre-learning activities.
- We have completed our daily reading.

Respectful

- We listen to teachers when they are speaking.
- We listen to our fellow classmates when they are speaking.
- We treat everybody with kindness.
- We respect the school's property and that of other students.
- We care for the school environment and pick up litter and leave our classroom tidy.
- We show good manners by holding the door open, greeting others, and saying "Please" and "Thank You."

Safe

- We are an anti-bullying school and do not use words or take actions which might harm other students.
- We move around the school in a calm and orderly fashion.
- We use school equipment safely and stay safe online.
- We abide by the classroom seating plan and the rules and routines when conducting classwork.
- We comply with the latest protocol regarding masks and social distancing.

Classroom Code of Conduct

ELEMENTARY HANDBOOK

A key component of our learner dispositions and code of Conduct is Respect where we follow the four Respect model with respect for self, other, environment and learning.

	Respect for Self	Respect for Others	Respect for Environment	Respect for Learning
All settings	<ul style="list-style-type: none"> Give your best Dress, act, and speak appropriately Persevere even when things are challenging Act with integrity at all times 	<ul style="list-style-type: none"> Be kind Use good manners Use kind words Empathize with others' feelings 	<ul style="list-style-type: none"> Recycle Keep our school clean Treat school property with respect 	<ul style="list-style-type: none"> Be prepared with resources and supplies Be a good listener Collaborate
Hallways	<ul style="list-style-type: none"> Walk to right in a single file Use indoor voice Walk in calm manner 	<ul style="list-style-type: none"> Use indoor voice Respect personal space Have your hall pass 	<ul style="list-style-type: none"> Keep school clean Enjoy displays put up in halls 	<ul style="list-style-type: none"> Remember to walk without disturbing other classes
Learning Spaces	<ul style="list-style-type: none"> Work quietly Make good choices 	<ul style="list-style-type: none"> Respect equipment Wait your turn Leave things in proper places 	<ul style="list-style-type: none"> Keep area tidy Replace the things you use 	<ul style="list-style-type: none"> Share with others Use appropriate sites Use equipment appropriately
Gym	<ul style="list-style-type: none"> Use appropriate dress and footwear Use indoor voice Focus on the speaker Participate 	<ul style="list-style-type: none"> Encourage others to do their best Follow rules and expectations Be a good sport 	<ul style="list-style-type: none"> Respect equipment Keep it clean Food/drink free area 	<ul style="list-style-type: none"> Use your listening skills Know and practice expectations Pay attention
Outside	<ul style="list-style-type: none"> Play safe Follow rules and instructions Wear your sun hat 	<ul style="list-style-type: none"> Respect others' personal space Use good manners and appropriate language 	<ul style="list-style-type: none"> Place litter in the garbage Respect school property Recycle 	<ul style="list-style-type: none"> Follow instructions Be kind to classmates
Eating Areas	<ul style="list-style-type: none"> Make healthy food choices Use proper manners Tidy up 	<ul style="list-style-type: none"> Speak in appropriate voice and only to those sitting with you 	<ul style="list-style-type: none"> Treat furniture appropriately Inside behavior 	<ul style="list-style-type: none"> Use listening skills Use good manners

ELEMENTARY HANDBOOK

		<ul style="list-style-type: none"> • Keep your space clean • Don't bring in banned items like nuts 		
Assemblies and presentations	<ul style="list-style-type: none"> • Be a good listener • Keep eye on speaker 	<ul style="list-style-type: none"> • Respect the speaker • Be a good listener 	<ul style="list-style-type: none"> • Food/drink free area • Respect school property 	<ul style="list-style-type: none"> • Sit appropriately
Field Trips	<ul style="list-style-type: none"> • Be in uniform and follow dress code instructions • Be curious 	<ul style="list-style-type: none"> • Use good manners and appropriate language 	<ul style="list-style-type: none"> • Place litter in garbage • Recycle • Respect property 	<ul style="list-style-type: none"> • Follow instructions and expectations • Be kind to classmates • Be a good listener
Bus	<ul style="list-style-type: none"> • Travel safely • Wear seat belt • Remain seated 	<ul style="list-style-type: none"> • Be polite • Use indoor voice • Demonstrate courteous behavior 	<ul style="list-style-type: none"> • Care for the bus • Wait in designated area • Food/drink free area • Respect property 	<ul style="list-style-type: none"> • Inside behavior

Elementary School Discipline

We believe that a positive academic and social climate is necessary for student success. The responsibility for establishing this climate is shared by each student, faculty member and parents. We value having students follow agreed upon expectations and guidelines, and it is important for students to understand their purpose. Part of the learning process involves making decisions and mistakes; however, we do expect that students will learn from their mistakes and demonstrate growth. The ASCS staff uses a positive discipline approach and a valuing of strong student integrity that focuses on looking at misbehavior as an opportunity for learning and takes a restorative rather than punitive approach. More detailed information can be found within our Behavior Policy.

Expectations and Process

To ensure our school is a safe and respectful learning environment, we will undertake the following with staff and students:

- School leadership will review behavioral expectations with the school.
- Teachers will review the behavior expectations with their students.
- Teachers will build positive relationships with students and parents to proactively ensure integrity is demonstrated by all their students.
- Staff will ensure they reinforce and recognize positive behavior.
- Phase administrators and counsellors will work with teachers in support of behavioral issues
- Teachers will ensure follow up by email and/or phone call (when appropriate) with parents regarding inappropriate behavior.
- When student safety and/or continuous disruptive misbehavior occurs, the grade level administrator will become involved.

ELEMENTARY HANDBOOK

- For behavior that involves safety issues or egregious disrespect, an in-school suspension, out-of-school suspension and/or expulsion are consequences at the avail of phase level administrators.

Leaving Campus

Students are to remain on campus at all times during the school day. If students must leave because of illness, the school nurse will call the parents and notify the phase supervisor and reception. Students may not excuse themselves from campus. If a parent wishes to take their child out of school before the regular dismissal time, the parent must notify the Head of Elementary and Phase Supervisor as soon as possible. The Head of Elementary will issue a 'release note' at the designated time/day; this will allow the parent to collect their child from the reception. Parents cannot go directly to the classroom during instructional time.

Damage to School

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

iPads

iPads are to be brought to school fully charged each day and must remain in bag or cubby until teacher requests that they are needed. All iPads must be connected to the school's MDM in order to ensure safety of use. Students have access to a wide array of apps. Periodical review of the list of apps is conducted, to ensure alignment with curricular goals. All students must abide by the Acceptable Use Policy in place.

Physical Education

Each student must have an appropriate uniform and shoes for P.E., including swimming, as per the uniform requirements.

Nuts, Candy, Chewing Gum, and Carbonated Drinks

As students at this age are less able to manage their health conditions without the support of adults, the Elementary School has been designated as a nut-free environment. ASCS does not serve any nuts in our cafeteria through our caterer Hot Oven. Parents have been informed about our nut free policy.

In an effort to maintain our facilities, ASCS is a gum free campus. Candy and carbonated drinks are not permitted for sale on campus and students are not allowed to bring these restricted items to school.

Pool and Gym Safety

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

Academic Honesty

Honesty in school work requires that students do their own work. Students are expected to give credit to ideas, language or thoughts which are not their own. To take ideas, writing, or thoughts from someone else and pass them off as one's own is called plagiarism and is a violation of academic honesty. This can occur with print or non-print sources such as the Internet. ASCS regards acts of academic dishonesty as a serious violation of the community's trust. Students who commit academic dishonesty will face serious consequences. If the offense is repeated, a student could be asked to leave the school. Any violation or suspicion of violation will be reported to the Principal immediately.

Plagiarism

Submitting words or ideas that are not your own without acknowledging the original author. This includes copying another student's paper, report, lab book, or assignment in whole or in part and submitting it as your own to a teacher or examiner. A superficial change of wording, structure, or conclusion is not sufficient to turn aside the charge of plagiarism.

Clinic

There is one School Health Clinic at ASCS. Health Clinic responsibilities include, administering first aid, treating minor ailments, health education, updating vaccinations and medical information, and liaising with the Department of Health and Medical Services. We invite all new and returning families to drop into the Health Clinic and introduce themselves to our Health Clinic team.

Health Forms

Along with your child's application forms, your registration package also contains Health Forms. Please ensure these have been completed in full.

Immunization Record – a copy is required

We would appreciate your help in getting your child's school health records completed. Kindly confirm with us any special medical concerns, conditions, and allergies, as well as any medication your child may be taking. The Dubai Health Authority requires that these completed forms be kept on file to enable us to care for your child effectively. These forms must be completed and returned to the Health Clinic directly before your child begins school. The school should be informed immediately of any change in telephone numbers to enable us to contact a parent or guardian in the event of sickness or accident. In the event of both parents being out of the country, an alternative contact number must be left with the Health Clinic and with the Registration Office.

When to Keep Your Child At Home

A sick child cannot learn effectively and is unable to participate in classes in a meaningful way. Keeping a sick child home prevents the spread of illness in the school community and allows your child the opportunity to rest and recover. It is recommended to keep your child at home for the following reasons:

- Vomiting and/or diarrhea: A child with either of these problems should stay at home and return to school only after being symptom free for 24 hours.
- A temperature of 37.5 and above: Even if the temperature has been reduced with medication, please keep your child at home until they have been 24 hours without a fever.
- Conjunctivitis: Following a diagnosis of conjunctivitis (also known as "pink eye"), a child may return to school 24 hours after the first dose of prescribed medicine.
- Rashes: Common infectious diseases with rashes are most contagious in the early stages. A child with a suspicious rash should return to school only after a doctor has made a diagnosis and the school nurse has seen your child before returning to the classroom. If you are in any doubt please take your child to see the school nurse before s/he attends class.
- Colds: Consider keeping your child at home if s/he is experiencing discomfort from cold symptoms such as nasal congestion and/or cough.

ELEMENTARY HANDBOOK

- Sickness: If your child is sick and unable to attend school, please call or inform the phase supervisor and preferably email the Phase Supervisor, Head of Section, and Homeroom teacher by 7:15 am.
- Collection of a sick child: Please collect your child within 30mins, following a request call from a member of the nursing team.

Medications

If your child is taking any regular medications during school hours, either on a long or short-term basis, it is necessary that these medications be given by our nursing staff for dispensing. All medications should be clearly labeled with your child's name, medication name, dose, and time to be given. Teachers are not permitted to administer medication to students. Students are not permitted to keep medications with them in the Elementary School campus with the exception of personal inhalers to prevent/treat asthma attacks in some cases.

Vaccinations

We require a photocopy of your child's immunization record for our medical files and please inform us of any updates so that your child's health records can be kept current.

Hot Weather Policy

The sun and heat in Dubai are intense. Soaring temperatures can cause rapid dehydration and sunburns. Please provide a hat that can be kept in your child's bag/cubby to cover their heads when out in the sun and apply a high factor sunscreen every morning before coming to school to prevent sunburn and skin damage. To prevent dehydration and overheating, please provide your child with a water bottle that can be refilled at one of our many water coolers and reinforce that your child continues to drink, drink, and drink water throughout the day. Help us to educate your child about the potential dangers of exposure to the elements in Dubai. Please label the bottle with permanent marker to ensure that it is returned to your child, in case it is lost or misplaced.

Bus Behavior

All Bus services used by ASCS students have established rules to ensure safety on the buses. Parents are advised to review these rules with the child.

Student responsibilities:

1. Students MUST treat the school bus monitor and bus driver with the same respect as they would their teachers.
2. Students MUST remain seated and wear their seatbelts throughout the bus journey, regardless of whether the bus is moving or still.
3. Students MUST be respectful at all times.
4. Students MUST speak quietly throughout the bus journey.
5. Students MUST be sitting forward on their seats at all times.
6. Students MUST keep the aisles and walkway clear at all times.
7. Students MUST report problems to the monitor and/or bus driver.
8. Students MUST be courteous when getting on and off the bus.
9. Students MUST only travel on their designated bus.

10. Students MUST be ready and on time for both departure and pickup.

ASCS expects students to behave in a manner that is in line with the school's behavior expectations when riding on any bus. Any incidents that occur on the bus should be reported to the bus driver and our school Transport Supervisor for immediate follow-up in consultation with the Head of Elementary, whereby the Bus Policy will be enforced.

Extra Curricular Activities

Internal ECAs are scheduled to take place during the school day according to the schedule below in order to ensure all students have an opportunity to take part in an activity of their personal interest and talents:

- Grade 1-2 Internal ECAs are on Mondays
- Grade 3-4 Internal ECAs are on Tuesdays
- Grade 5-6 Boys Internal ECAs are on Wednesdays
- Grade 5-6 Girls Internal ECAs are on Thursdays
- Grade 7-8 Boys Internal ECAs are on Fridays Lesson 1
- Grade 7-8 Girls Internal ECAs are on Fridays Lesson 2

External ECAs are offered in coordination with external providers and as such these are scheduled to take place after-school. Fees for external ECA activities will vary.

An effort is made to accommodate each student's first choice of activity, with other choices being offered based upon availability.

Sessions are generally 45 minutes in length and usually meet once a week for 8-12 weeks. Parents are encouraged to participate by organizing an activity to expand the offerings.

Communication

Communication between parents and school is a high priority at ASCS. Parents receive notices throughout the school year in regard to school events.

Weekly Scheme

An overview of learning for the week is shared via our school's weekly scheme detailing topics, learning objectives, assignments, etc.

Firefly

Is our Learning Management System (LMS) where parents can access news and events, see tasks assigned, review policies, and have access to the learning resources for each subject:

<https://ascsnas.fireflycloud.net/>

iCampus

Is our Student Information System (SIS) where parents can manage online payments, have access to report cards, etc.

Beam Helpdesk

Is an online access where any concerns or queries can be logged and will be addressed by relevant departments: <https://beam.co.ae/en/helpdesk/>

Appointments with School Leadership and Counselors

While you are always welcome in the Elementary School, if you would like to discuss a specific issue, we strongly encourage you to contact the appropriate secretary to schedule appointments with the Elementary Leadership Team or Counselor(s). If the issue concerns a particular staff member, the parent should make an appointment to discuss their concerns with that person directly via email, phone, and/or message left with the school secretary or receptionist. If after meeting with the staff member directly there is still a concern, only then should the office be contacted.

Parent Teacher Association (PTA)

Our PTA supports the development of a sense of unity and community among parents, faculty, administration, students, and staff by cooperating in different capacities to enrich the lives of the students and guide parents toward a better understanding of the aims, policies, and philosophy of ASCS. The achievement of these aims relies upon the cooperation of every parent. Our PTA is an important part of our school community, and we encourage all parents to get involved and/or support Association activities throughout the year.

Sharing Expertise

Teachers welcome parental expertise on topics related to the curriculum. Parents willing to be guest speakers or to share collections and artifacts should inform the classroom teacher or Head of Academics of their areas of interest. Parent presentations at assemblies are also greatly appreciated and parents can also reach out to the Head of Elementary in this regard.

Field Trips

Field trips are activities that are designated to enhance student learning. Students are expected to give the teacher in charge full cooperation. All school rules apply. No student is allowed to go on a field trip without a signed permission slip. We cannot accept phone permission.