



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

Middle School Handbook

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| Signature (Principal): Sara Kimberly Hollis | | | |

MIDDLE SCHOOL HANDBOOK

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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 Middle School 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.

Middle School Staff

The Middle School consists of Grades 6-9. 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 Middle & High School, 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 |
| Hana Abu Samra | Head of Middle School |

Assembly

Middle 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.

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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 6-9 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 6-9 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 allow us to see school uniform underneath. • PE Days – School PE Pants and School PE Shirt | <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) • 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.

Students are expected to attend school every school day. Good attendance is essential if the student is to be successful. Faculty can best help educate when students meet this expectation. Absenteeism can adversely affect not only the progress of the offender but the progress of the rest of the class as well. Parental excuses are required for absences from school. Attendance is taken at the beginning of every lesson. Parents need to report by email both planned and unplanned absences including sicknesses to our attendance secretary as soon as possible ensuring to email the Head of Section and Phase Supervisor. School office should be provided with a written notice from the parent or guardian at least one (1) day before the absence. It is the student's responsibility to complete any missing assignments by the agreed deadline and communicate with the teacher if they need support

The KHDA uses the following ratings for attendance

Outstanding 98% + (4 days)

Good 96% +/- (7 days)

Acceptable 92% + (14 days)

Unsatisfactory less than 92% (15 days)

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 Middle School.

If students are absent 14 consecutive days or 21 non consecutive days, the KHDA guideline says that the school should consider if the student is academically able to progress into the next grade. This will be considered in a case-by-case situation. According to KHDA guidelines, if students are absent 20 consecutive days or 25 non-consecutive days, they are subject to disciplinary actions that could result in expulsion from school.

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

Grades 6-8

Parents picking up Grade 6-8 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.

For non-bus students in Grades 5-9, they will remain with the last session teacher in the classroom from 2:30 pm – 2:45 pm. They will remain inside the classroom under the supervision of the last session teacher ensuring they remain seated and socially distanced until collected. Their parents will proceed to Door 3 (entering by football pitch) where they will give the name of their child to the staff member on duty who will message via the Kaizala Pick Up group to send the student down. Staff upstairs will notify teachers which students to release to proceed downstairs to meet their parent. The parent will then exit via Door 4 and await their child who will be sent down via the staircase by Room 239.

At 2:50 pm, any remaining students will be escorted out of the classroom and lined up in hallway with the last session teacher walking the students to the designated late room. At 2:55, the last session teacher signs in on the late room register the students who have not yet been collecting ensuring to provide on the log their full names, grade, and to sign that they have turned them over to the phase supervisor on duty. Late students are to remain under the supervision of supervisor assigned to each late room with supervisor supported by assigned TA. Any parent arriving at 3:00 pm will report to Phase 1 reception and will be guided to late room to sign out their child, noting time of collection; it is vital that the late room register shows the parent's signature to demonstrate on record the child was collected.

Late room locations are as follows:

- Phase 1 (KG) - KG 1A (Head of KG to assign supervision for late room)
- Phase 2 (Grades 1-4) - Ground Floor Library with Ms Rimsha
- Phase 3 (Grades 5-9) Girls - First Floor Library with Ms Nahla
- Phase 3 (Grade 5-9) Boys - First Floor ICT Lab with Ms Wejdan

At 3:20 pm, any remaining students from late room will be escorted by phase supervisor to Phase 1 Reception and remain there in the main reception under the direct supervision of their supervisor until

collected by parent and will be handed over to the Head of Section at 3:30 pm who will counsel parents on importance of prompt pick-up.

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 ID 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.

Technology & Acceptable Use

In order for students at ASCS to use the school's technology resources, they must follow the guidelines set forth in this Acceptable Use Policy (AUP). The rules detailed in this agreement are not all inclusive, and ASCS reserves the right to change this agreement when necessary. It is a general agreement that all facilities (hardware, software, Internet, etc.) are to be used in a responsible, ethical, and legal manner. By signing the Acceptable Use Agreement, users acknowledge their understanding of the Acceptable Use Policy as a condition of using ASCS's technology resources and Internet access. Access to the school's resources, network, and the Internet should be considered a privilege, not a right and can be suspended immediately without notice. Users are reminded that access is available for educational and administrative purposes only. ASCS actively encourages the appropriate use of technology and has implemented a Bring Your Own Device Policy to promote educational excellence.

ASCS will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service. Technology resources are to be used in accordance with this AUP and all users are required to comply with its regulations. Non-compliance will result in disciplinary action. The school may restrict, suspend, or terminate any user's access to the school's computer systems or revoke student's BYOD privilege upon violation of the AUP. This policy applies to all technology at ASCS, not only the computers and equipment provided in the school's IT labs, but also the personal devices students bring to school in accordance with the school's BYOD initiative.

Curriculum

We utilize California Common Core Standards (English, Math, Computer Science, PE, Art) and Next Generation Science Standards (NGSS) for science. The Middle School learning program strives to provide meaningful learning experiences for students enriched with opportunities for students to be thinkers, inquirers, innovators, and responsible digital citizens. Our Wellbeing Sessions along with our Social Emotional Program, foster strong prosocial skills, self-care, and service learning.

The four themes covered in our morning homeroom wellbeing lessons include:

1. Digital Citizenship
2. Mental Health & Coping Skills
3. Relationships
4. Responsibility

Our Social Emotional Learning program is designed to build a culture of kindness across our school community. Each unit will include an opportunity to:

- inspire the audience, be it students or adults,
- empower them by giving them skills or knowledge,
- give them the opportunity to act ,
- offer them an opportunity to reflect on their learning/actions, and
- give time to share their thoughts

It is a yearlong curriculum that covers five kindness concepts at each grade level:

- Caring
- Courage
- Respect
- Integrity
- Inclusiveness

Assessment and Reporting Procedures

Assessment is the systematic collection, review, and use of information about student achievement undertaken for the purpose of improving learning and development. In simple terms, assessment is the measurement of progress towards learning goals. The purposes of assessment are to provide information about student achievement to students, teachers, administrators, and parents. Specifically assessments provide feedback to:

- students about their achievement of learning objectives so they know how to improve.
- teachers about student progress so they can identify strengths and needs and modify teaching activities to help students achieve learning objectives.

- school administrators about student achievement so they can make administrative or curricular decisions that will help students better achieve long-term learning goals; and so they can provide staff with targeted professional development.
- parents about their child's achievement of learning objectives and identify areas in which their child needs support, encouragement, and positive reinforcement.

The two types of classroom assessments are...

- Summative also called Assessment of Learning (AoL). Summative assessment is provided to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period.
- Formative also called Assessment for Learning (AfL). Formative assessment refers to all those activities undertaken by teachers and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they engage.

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

Report Cards

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

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.

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).

Learning Plans

We enroll students who demonstrate the ability and willingness to succeed in a highly academic environment and accept the responsibilities inherent in being a good community member. A student may be put on an Individual Learning Plan (ILP) if they are not finding success in their classes. During this period a student is expected to meet the following expectations, and failure to do so may result in further consequences. If a student over time continually performs below curriculum expectations, s/he will be placed on an Individual learning plan until such time as her/his performance improves. After consultation with teachers and parents, the Principal may decide that the student may not participate in extracurricular activities or school social events until the results are meeting expectations.

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

Homework

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

In Middle School, we aim to follow Marzano's 10 minute rule, which states that students should be assigned no more than 10 minutes of homework per grade level. So, following that rule, a 6th grade student would have about 60 minutes of homework per night. Likewise, Grade 7 would receive about 70 minutes and Grade 8 would receive 80 minutes. Therefore, we have set for middle school 1 hour to 1.5 hours of homework per night. Please note that this does not include reading, which is on top of the Marzano guidelines as students should be reading for 20-30 minutes daily in addition to homework. In addition, teachers are encouraged to use the flipped classroom homework strategy, by inverting Bloom's Taxonomy, whereby students spend more class time on the more difficult cognitive tasks such as application and analysis and less class time on the easier tasks such as remembering and understanding.

Expectations and Responsibilities:

Teachers are responsible for:

- designing homework assignments that clearly articulate their purpose and expected outcome;

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

Students are responsible for:

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

The family is responsible for:

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

Student Planner

To support organizational skills each student is given a Student Planner which must be brought to all lessons. Homework assignments or other reminders should be recorded. Teachers may also use the planner to record notes to parents. As students receive training, they may opt to set reminders via Tasks on Firefly to record homework electronically. Parents are requested to sign their child's planner weekly and Firefly tasks.

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.

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.**

Rights and Responsibilities






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

- EVERY STUDENT HAS A RIGHT to an appropriate education.
- EVERY STUDENT HAS A RIGHT to a positive learning environment.
- EVERY STUDENT HAS A RIGHT to a safe and secure school environment.
- EVERY STUDENT HAS A RIGHT to expect reasonable and socially responsible behavior from others.
- EVERY STUDENT HAS A RIGHT to be part of a school of which they can be proud.
- EVERY STUDENT HAS A RESPONSIBILITY to respect the safety of others and to deal with conflict in an appropriate manner.
- EVERY STUDENT HAS A RESPONSIBILITY to treat themselves and others with respect by speaking and acting in a socially responsible manner
- EVERY STUDENT HAS A RESPONSIBILITY to take pride in the school by helping maintain the campus, the buildings and related equipment.
- EVERY STUDENT HAS A RESPONSIBILITY to follow class rules.
- EVERY STUDENT HAS A RESPONSIBILITY to be prepared to learn.
- EVERY STUDENT HAS A RESPONSIBILITY to respect the reputation and good names of others.
- EVERY STUDENT HAS A RESPONSIBILITY to abide by all the expectations and regulations set out in the Behavior Policy.

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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. |

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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

Middle School Behavior Management

Students are expected to conduct themselves, both on and off campus, in a manner which reflects well on themselves, their school, their families, and their countries. The Principal reserves the right to take appropriate disciplinary action in the case of violation of these standards. Our Middle School philosophy is underpinned by a restorative approach to discipline. Restorative practices in school brings persons harmed by misbehavior and the person who harmed them, along with affected community members, together in dialogue that aims to build understanding, explore how the actions have impacted those involved, including the community, and develop agreements for what will be done to make things right.

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

With cooperation from students, staff and community, the Middle School will follow a Progressive Scale of Behavior Management meant to allow students an opportunity to learn the appropriate mannerisms as set out by the Middle School Behavior Policy. The school expects parents to support its authority and to direct any questions regarding an action taken by the school to the particular teacher or Head of Section involved without delay. The Principal reserves the right, where in their opinion sufficient cause exists, to suspend from school. Any student who has demonstrated that she/he is unwilling or unable to comply with the school's behavior guidelines. In extreme circumstances the Principal, in discussion with the General Manager, may review a child's placement at ASCS. Mutual respect and consideration, whether inside or outside the classrooms, guides all of our interactions with others.

To help maintain and foster the aforementioned respect, all students, teachers and parents are expected to model the following behaviors:

- Treat people and property with dignity and respect
- Participate actively in the learning process
- Complete assignments within the agreed time frame
- Exhibit a positive attitude
- Act responsibly and honestly
- Arrive at school punctually and prepared to learn
- Use appropriate language
- Adhere and respect social distancing expectations as necessary

There are a few specific expectations that will also help community life. Students should not:

- Disrupt classes with unacceptable behavior
- Be absent from class without the permission of a teacher
- Leave school grounds without permission
- Bring to school: weapons (real or any resemblance).

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Please note that violations of the standards of basic conduct can result in immediate suspension from school, specifically:

- Violence or bullying
- Stealing
- Purposeful destruction of property.
- Bringing illicit or banned substances to school

We believe that a positive academic and social climate is necessary for student success in school. We also believe that responsibility for establishing this climate must be shared by each student, parent and faculty member. We promote students following reasonable rules; it assists students to understand their purpose in the school community. In doing so, our students are expected to make the appropriate decisions necessary which demonstrate maturity and productivity.

Detention/Suspension/Expulsion

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

Detention may be during break, lunch or after school hours. The Head of Section and Phase Supervisor will subscribe detentions in a designated location. Parents will be notified when after school detentions are assigned.

Suspensions will be either in school or out of school and may vary in length. The student is given the opportunity and responsibility during the period of suspension to make up class work and assessments given during the period of absence from classes. A suspension can only be assigned by a member of the Middle School Leadership Team.

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

Note: Any behavior or activity undertaken outside ASCS, that is illegal or brings disrepute to ASCS, may result in suspension or expulsion from school.

Bullying

According to www.stopbullying.gov, an official website of the United States Government, bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior is often aggressive and includes a series of malicious behavior with the intent to hurt or harm others. Bullying is associated with behaviors causing an imbalance of power whereby kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same or different people. Some bullies target individuals while others target a variety of people.

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

ASCS does not tolerate any form of bullying (verbal, physical, social or cyber). Offences will be addressed by the classroom teacher, the Head of Middle School, the Middle School Counsellors for follow up and consequences. Offences may result in student suspension and/or expulsion. Bullying that occurs outside of school is the responsibility of parents/guardians. Parents and guardians are reminded that students must be of legal age to use social media. Please refer to the guidelines associated with specific social media for age restrictions.

Pool & Gym Safety

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

Damage to School Property

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

Candy, Gum, and Carbonated Drinks

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

Littering

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

Drugs/Alcohol Violation

The use of drugs and alcohol is injurious to student health and to a healthy school environment. The possession, use, sale or distribution of drugs or alcohol on school property, school provided transportation, or at school sponsored or chaperoned functions, is prohibited and is a grave infraction against the school and UAE Law, and thus it will not be tolerated.

- The UAE Government has a zero tolerance policy regarding drug use or possession of drugs.
- ASCS has a zero tolerance policy in regards to student possession or use of drugs.
- Indefinite suspension from school and all school activities until due process is finalized with probable expulsion from school.

Mobile Phones

Students are not allowed mobile phones in school. Therefore, if a student needs to bring their phone in order to contact parents after school, they must turn in their mobile device to the phase supervisor upon arrival to school and they may collect it back from the supervisor after end of day dismissal. At no

point are they to use their device while on school grounds. If a student is caught with a mobile device the first time it will be confiscated and returned to the student at the end of the day with notification to parents sent. The next time the mobile device will be confiscated, and it will not be returned until the parent comes in to school to meet with the Head of Section and sign undertaking that this will not be repeated again. Further repetitions will result in confiscation and application of the behavior policy in regard to continued repetition.

Tobacco/Vaping

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

Academic Honesty

Honesty in schoolwork requires that students do their own work. Students are expected to give credit to ideas, language, or thoughts which are not their own. To take ideas, writing, or thoughts from someone else and pass them off as one's own is PLAGIARISM and is a violation of academic honesty. This can occur with print or non print sources, such as the internet. ASCS regards acts of academic dishonesty as a serious violation of the community's trust. There are levels of consequences for students who engage in academic dishonesty. A superficial change of wording, structure, or conclusion is not sufficient to turn aside the charge of plagiarism. The majority of plagiarism is dealt with at the teacher and department level. Repeated offenses are then brought to SLT.

Guidelines for Academic Integrity

Regarding Homework

Most homework assignments are given as learning experiences and so getting help from others may be considered appropriate. However, a student who copies another person's assignment which may make a teacher think that the student has completed the work is considered to be cheating and violates academic integrity. Examples of homework activities that DO NOT violate the Guidelines of Academic Integrity Include:

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

Examples of homework activities that DO violate the Guidelines of Academic Integrity, include, but are not limited to:

- Solving problems or answering questions for which another student will receive a grade.
- Copying or paraphrasing another student's work, or the work of an author, in whole or in part, and claiming it as one's own.
- Turning in someone else's work as the student's own.
- Allowing/encouraging another student to copy all or part of one's own work and claim it as their own. Taking information directly from the Internet and presenting it as one's own.

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- Receiving help from someone else such as a parent, tutor or sibling and presenting it as one's own.

Regarding Tests And Quizzes

Obtaining unfair help with tests and/or quizzes is a violation of the guidelines for academic integrity. The following are examples of unacceptable test behavior and are provided to give an idea of common mistakes:

- Discussing (in detail) a test/quiz that the student has not yet taken with a person who has already taken it.
- Bringing hidden notes or using unauthorized notes during a quiz or test. The mere possession of such "cheat notes" indicates intent to use them and as such would be considered a violation of the ASCS guidelines for academic integrity.
- Looking at another person's work during a test or quiz.
- Talking to another person during a test or quiz unless specifically permitted to do so by the teacher.
- Allowing another person to look at work during a test or a quiz.
- Assisting another person during a test or a quiz through noises, silent signals or electronic means.
- Possessing, in ANY form, a copy of the test or quiz before it is administered. Taking another person's quiz or test for them at their request.

Leaving Campus

Students are to remain on campus at all times during the school day unless given approval by a member of the Middle School Leadership team (Phase Supervisor or Head of Section or Principal). If students must leave due to illness, the school nurse will contact the parents, and will at same time notify the Phase Supervisor and Reception. In all cases, students must obtain an early release slip in order to leave the school campus.

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.
- 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 Middle 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 Middle School, 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 Middle School, if you would like to discuss a specific issue, we strongly encourage you to contact the appropriate secretary to schedule appointments with the Middle School 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 Middle School 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.