MAS Parent Student Handbook

Academic Year 2025-2026

Mirdif American School

Approval and Review Record

Fay Houry and Dana Ghandour 2026

Handbook Scope and Authority

This handbook applies to students and families from Pre-Kindergarten through Grade 11. References to the school include Early Years, Elementary School, Middle School, and High School unless a section states otherwise. Where the handbook is different from UAE law, KHDA or Ministry of Education requirements, the Parent-School Contract, a provider's secure assessment rules, or a formally issued school policy, the current legal, regulatory, contractual, or formally issued requirement takes precedence.

The handbook should be read together with the annual school calendar, fee information, Parent-School Contract, Student Code of Conduct, safeguarding and child-protection procedures, inclusion policies, assessment policy, High School course and graduation guidance, transportation rules, and technology agreements.

Philosophy of the School

"Education for a Lifetime" Mirdif American School offers an American curriculum for students from Pre-Kindergarten through Grade 11, including a growing High School program. Since its foundation in 1995, MAS aims to be recognized as one of the premier schools in U.A.E offering students a high-quality holistic education. The school aims to create a society of students dedicated to the love of learning which is maintained throughout their lives.

MAS students acquire universal academic skills by embracing a range of teaching strategies which demonstrate an in-depth understanding of the child's needs and personality. We have developed a program that addresses both intellect and emotions, assisting children to recognize and develop a strong moral character.

The school faculty works diligently as a team to nurture each student's capabilities, combination of intelligences and ambitions.

It is the responsibility of MAS to develop children in all aspects which underlie their success; academic, social, emotional and to care for their wellbeing. MAS aims to develop our students to be self-motivated lifelong learners who embrace the concepts of respect through the understanding of diversity and empathy for others.

These aims are rooted in our commitment to a holistic approach to education developing capacities within learners as:

- independent, reflective, and critical thinkers
- secure in their own beliefs and values
- committed to life-long learning and active participation in society
- respectful of others
- willing to find solutions to local and global problems

Our students are guided by a code of ethics that encompasses our MAS student profile and includes:

- Integrity: doing the right thing when no one is looking; having a strong moral compass
- Honesty: being honest at all costs because you hold yourself accountable for your actions
- Responsibility: acting correctly and completing what I begin
- Respect: regarding people and treating them kindly
- Trustworthy: able to be trusted by others
- Accountability: holding myself responsible for my actions
- Fairness: treating people without judgment
- Service: give back to the school and to your community

MAS Character Profile:

MAS students…

- They are **Curious**
- They are **Reflective**
- They are **Collaborative**
- They are **Innovative**
- They are **Caring**
- They are **Respectful**
- They are **Responsible**
- They are **Communicators**
- They are **Tolerant**
- They are **Global Thinkers**

MAS Aims & Expected Student Outcomes:

Students at MAS succeed academically:

- They are challenged to a high level of performance and standards
- They accept individual responsibility for

their academic progress

- They develop 21st Century skills to continue their educational career and provide success in life
- They learn both independently and cooperatively
- They communicate clearly and think critically and creatively
- They are exposed to Arabic and English languages and gain a global perspective of cultures and ways of life in other countries

Students at MAS succeed personally:

- They demonstrate understanding and respect within the boundaries of propriety in their dealings with others
- They honor and respect those in authority.
- They develop self-discipline and personal responsibility based on respect for and submission to delegated authority
- They understand that good citizenship is

part of our Arab Heritage

- They understand that true greatness is defined by service to others
- They are influenced, but not confined, by

the cultures and values of their upbringing

- They bridge cultures and act to create a

more peaceful and sustainable world

MAS students embrace values:

- **Integrity** – They behave in a responsible way and are committed to work to their best potential and ability.
- **Respect** – They behave, communicate and deal with each other in a caring and courteous manner.
- **Collaboration** – They work, care, and cooperate for the achievement of common goals.
- **Critical Thinking** – They think critically and constructively and use questioning through inquiry and reflection.
- **Creativity** – They are themselves and are proud to enhance their individuality and uniqueness.
- **Positivity** – They celebrate learning every day and have a positive attitude towards improvement and hard work.

MAS Guiding Principles:

- Foster an inclusive, safe and nurturing learning environment
- Develop students who are value driven and dedicated to life-long learning
- Develop 21st Century global citizens
- Provide a quality, holistic and individualized education
- Foster collaborative, reflective and critical thinkers
- Develop well-rounded, independent learners
- Provide quality Arabic and Islamic education

Vision : Mirdif American School enables all children to flourish in a holistic, positive, nurturing learning environment that prepares them to become contributing and impactful members of society.

Mission: Mirdif American School is committed to providing an inclusive environment that inspires and develops students who are:

- Ethical
- Compassionate
- Forward Thinking
- Resilient
- Reflective
- Collaborative
- Productive
- Innovative

MAS Staff Profile The following are the character traits that an individual in the MAS family should always believe in and represent. MAS represents the whole individual which is not limited to subject or content knowledge. It represents the morals, values and character as well as ability to teach to reflect a good and quality teaching practice.

The Curriculum

Mirdif American School provides a balanced American curriculum from Pre-Kindergarten through Grade 11. At the Kindergarten level, the school uses The Creative Curriculum to support developmentally appropriate, play-based learning across key areas of children's development and learning. From Grade 1 onward, the program follows relevant American standards, including the Common Core State Standards for English Language Arts and Mathematics and the Next

Generation Science Standards. Arabic, Islamic Education, Moral, Social and Cultural Studies, and other UAE national requirements are delivered in accordance with Ministry of Education and KHDA expectations.

The curriculum is organized across four phases:

- Early Years: Pre-Kindergarten, KG1, and KG2
- Elementary School: Grades 1-5
- Middle School and High School: Grades 6-11
- High School: Grades 9-11 for the 2026-2027 academic year

Teachers use curriculum maps, unit and lesson plans, assessment evidence, and student work to ensure appropriate progression across subjects and grade levels. Instruction includes explicit teaching, inquiry, discussion, collaboration, practical application, independent learning, and opportunities for creativity and critical thinking.

Students who need additional support or extension receive differentiated instruction, intervention, enrichment, or individualized provision as appropriate. The Inclusion Department works with students, families, teachers, counselors, and leaders to identify needs, plan support, monitor progress, and review impact.

High School Credits and Pathway to Graduation

High School at MAS follows a structured, credit-bearing pathway to graduation. Students earn credits by successfully completing required and elective High School courses in the school's approved course sequence. To earn the Mirdif American School High School Diploma, students must complete the required credits and satisfy the applicable school, KHDA, and UAE graduation requirements in effect for their graduating class. The school monitors each student's accumulated credits, course prerequisites, academic standing, and progress toward graduation so that concerns can be identified and addressed early. Students and parents receive ongoing guidance through course information, individual planning, parent awareness sessions, school communications, and meetings with the College and Career Counselor and High School team. This support helps families understand course choices, graduation milestones, UAE equivalency considerations, and post-secondary options. Advanced Placement courses and examinations are available to eligible enrolled students according to the school's course offerings and published expectations.

Curriculum Areas

Students study English Language Arts, Mathematics, Science, Arabic, Islamic Education where applicable, Moral Social and Cultural Studies, Physical and Health Education, and other required or elective courses according to their grade level. High School course offerings may include subject-specific sciences, mathematics, humanities, business, technology, communication, leadership, media, and other electives published in the annual course guide.

The school is accredited by the New England Association of Schools and Colleges and is inspected by the Knowledge and Human Development Authority. Current curriculum information, course options, and regulatory requirements are communicated through official school publications and parent information sessions.

Kindergarten

The Kindergarten program uses The Creative Curriculum within a dynamic, nurturing, and developmentally appropriate learning environment. Children build knowledge, skills, independence, and confidence through purposeful play, exploration, inquiry, shared experiences, read-alouds, engaging STEM activities, learning centers, and hands-on experiences. Teachers use observations and assessment evidence to plan responsive learning experiences across social-emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, and the arts. Pre-Kindergarten and KG1 students also participate in Plan-Do-Review routines, KG activity-room experiences, and daily outdoor learning.

KG students are encouraged to stay for ‘Power hour’ an additional free hour of fun and active learning which means KG students would leave at 2.00pm the same time as their siblings. The School Day The school day begins at 7.15 am for all students.

In Pre-K and KG the school day ends for all students at 1pm although KG students may stay for Power Hour to leave with their siblings at 2.00pm

For Elementary, Middle School, and High School, the school day ends at 2.00pm.

School Day and Schedules

School opening, arrival, dismissal, break, ECA, and High School extension times are communicated in the annual calendar, phase timetables, and official school notices. Families must follow the current published timings because they may change during Ramadan, assessment periods, special events, or in response to regulatory requirements.

Student drop-off and parent access

Students may arrive from 7:10 a.m. Parents accompanying children onto campus must leave by 7:25 a.m.; the National Anthem begins at 7:28 a.m. Students should be ready in their assigned area on time.

After 7:30 a.m., parents may not enter learning buildings for drop-off. Late KG students should use the KG main entrance near the Clinic. During the school day, access to learning areas is by authorization and staff accompaniment only.

Visitors must report to Security or Reception, present identification when requested, wear a visitor badge, and attend meetings only in approved locations.

Student collection and dismissal

Families must follow phase dismissal procedures. Changes to a student's usual collection plan must be communicated through the approved school channel within the stated deadline; students may leave only with an authorized adult or approved transport.

Please note some ECAs have a charge associated with them.

Ramadan

During Ramadan, the school follows KHDA and UAE requirements for reduced school hours and any approved adjustments to teaching, activities, transportation, and dismissal. The school communicates the confirmed Ramadan timetable to families before it takes effect. Students continue to receive purposeful learning while the school respects the spiritual and cultural significance of the month.

Language Policy

Language is the foundation for all learning and understanding within a school. Every student at Mirdif American School is a language learner and every teacher is a language teacher.

A. Language as Subjects

- English is the primary language of instruction at MAS including English, Mathematics, Science, Social Studies, and Extra Curricular classes. Every effort is made to support our large population of students who are English Language Learners (ELL). Classroom teachers work to provide ELL students with access to content aligned with the Common Core Standards. Working with grade-level content, students strive to build reading and writing skills, as well as develop academic-level speaking and writing skills.
- Teachers of all subjects will model correct language use in conversations orally and written. The students will be allowed to develop and utilize language beyond classroom conversations through oral presentations, assemblies, debates, speeches, role-play, poetry recitations, and songs.
- Arabic is another language taught at MAS as it is the language of our host country. Arabic is taught to all students in Pre-Kindergarten through Grade 11. Arabic classes at MAS have two paths of Arabic A (family language) and Arabic B (Arabic Language Learners) to support the needs of students.
- In supporting MAS students who are Tier 3 in English, the school has a designated English as Another Language (EAL) teacher who does pull-outs based on the needs of students. The EAL teacher collaborates with the English Language Arts (ELA) teacher to support English language development in the selected students.
- MAS students who require additional support to ensure their understanding of a topic may have translations done by the teacher or a peer. Students may also use this scaffolding of instruction to support student achievement.
- French is offered to middle school and high school students as an elective. By offering French, MAS strives to provide students with additional opportunities to become multilingual communicators. Spanish and French as an

additional language will be offered after school to students who are interested. English language support will be available to students Identified as needing support.

Languages in Social Context

- MAS students are free to speak with their peers in the language of which they are most comfortable while on break and in social interactions.
- We acknowledge that language plays an important role in cultural identity; therefore parents/guardians are encouraged to continue speaking to their child(ren) in their home language to instill cultural values and practices related to family/home language.

Language as Media Communication

- MAS has adopted Seesaw (an interactive learning platform) to communicate with parents in English in grades KG through 5. Schoology is the school's official Learning Management system and is accessible to students and parents and has a translation option which is being explored. Nexquare (the school's student information system) is host to a sharing application for memo's, messages, progress reports, and student report cards.
- The school provides Arabic translations of memos and announcements. This translation will always be accompanied by the original document in English.
- Where necessary, due to the composition of the school community, meetings held with staff may be conducted with the dual language of English and Arabic.
- Where necessary, practical, and accessible, a teacher may translate or request a translator in meetings with parents about a child's behavior, academic progress, and overall development.

English As and Additional Language Support (EAL)

EAL support is offered through our ESL department. Our class teachers are well equipped to support students who are new to the language; however, we find that specialist support is beneficial in making rapid improvements so that they can engage more quickly with the curriculum. We will assess your child's language level at enrollment and offer EAL support if this is necessary. EAL Teachers can administer evaluations for non-English-speaking and limited-proficiency students and assessments for program placement; they also provide instruction to each EAL student appropriate to his/her level.

Extracurricular Activities (ECAs)

MAS offers a broad range of voluntary ECAs, including sports, dance, art, chess, media, cooking, STEAM and other activities. Offerings vary by semester and may be led by school staff or external providers. Students may usually attend up to two ECAs per week; enrollment details and any applicable charges are communicated to parents.

Field Trips

Field trips extend classroom learning, strengthen relationships and community, and support service learning or community outreach.

- Curriculum extension through first-hand experiences connected to current learning.
- Social development and community-building through shared experiences.
- Service learning and community outreach that develop citizenship and social skills.

Parents are notified in advance and must provide consent before a student participates.

Parental Involvement

Parents are encouraged to take an active role in school life through parent-teacher meetings, workshops, surveys, outings, events, assemblies and other school activities. The PTA provides an additional channel for parent voice and home-school partnership.

Parents are not permitted to visit classrooms unless specifically invited, as this can be very distracting for the class. Parents will be invited to many opportunities, such as class assemblies and events.

Parent-Teacher Association

The PTA provides a channel of communication between families and the school and supports the wider MAS community.

Parents interested in joining the PTA:

- Complete the enrollment Google Form.
- If they have more than one child, select one grade level to represent.

Candidates are presented for digital voting, with parents voting for their preferred grade-level representative.

The PTA includes one parent representative per grade level (11 members in total) and one teacher representative from each cycle.

PTA members serve a one-year term, ending when the newly elected committee holds its first meeting.

The aim of the PTA is to help in the development of our children and our school through close home-school co-operation and communication by delivering all important information across all grade levels.

Expectations Of The PTA (Parent- Teacher Association)

- To promote connections and communications between parents and school and to establish a partnership between them.
- To promote the development in academic performance and the physical and mental health of children through close home-school co-operation.
- To develop the potential of parents and to strengthen their relationship with their children through planning and conducting a variety of developmental and recreational activities.
- To help parents better understand their children's needs and arouse their interests and involvement in youth policy through parent education.
- To provide an "ear" to the issues concerning the parent body at large and take it up with school management for satisfactory resolution.
- To provide a channel for both parents and the school to exchange opinions concerning school policies for promoting the development of the school.
- To build a sense of community at school through increased and sustained parental participation and involvement in school events.

1. **ROLES AND RESPONSIBILITIES OF PTA MEMBERS**

Members of the PTA are expected to understand, support, and fulfill the following responsibilities:

- Attend scheduled meetings and participate actively.
- Read materials shared before meetings.
- Contribute constructively, support committee decisions, and maintain confidentiality.
- Be informed about the school's Mission and Vision statement.
- Advocate for the PTA and encourage parent involvement.
- Work respectfully with other members and the school.
- Commit to active participation in PTA and school events.

2. **Structure of the committee**

The 11 elected members vote internally to appoint a President, Vice-President and Secretary.

- President: leads the committee, liaises with administration, schedules bi-weekly virtual meetings and prepares the agenda with the Vice-President and Secretary. Administrative permission is required 48 hours before a scheduled meeting.
- Vice-President: supports the President and assumes the President's duties when required.
- Secretary: records attendance and minutes and shares the minutes electronically with administration.

Admissions and Placement

The school is inclusive and welcomes diversity. We accept students regardless of their race, nationality, gender, religion, or disability, provided the school can meet the student's needs and the student can access the curriculum in a positive way. Students are admitted to school in accordance with the Admissions Policy and applicable KHDA requirements. The school year runs from August through June, and we publish the calendar on our website once KHDA approves it. Students are expected to attend every school day.

Administration can, in consultation with the Student Support Team, mutually agree for a student to be retained for academic or social/emotional/behavioral issues. This decision needs to be backed up in writing with a signed parental copy of the KHDA retention form. School term fees must be paid on time in order to have students attend their regular class schedule. Unpaid fees will result in a series of student suspensions managed through the KHDA.

Student Support Services

The wellbeing of our students is our first concern. Students are supported by their class or homeroom teacher, school supervisors, Assistant Principals, counselors, the Head of Wellbeing, and other members of the Student Support Team. MAS has two school counselors: one supports students from Pre-Kindergarten through Grade 3, and another supports students from Grade 4 through Grade 11. The Head of Wellbeing helps coordinate the school's whole-school approach to wellbeing and supports both students and staff. The school also has a Safeguarding and Child Protection Lead, an Inclusion Team to support Students of Determination, and English as an Additional Language staff to support English language learners. When registering a child with Admissions, parents are required to disclose learning needs, relevant specialist reports, and any medication the child takes so that appropriate support and accommodations can be considered. Recommendations may include short-term academic or English-language support, targeted intervention, counseling support, or a longer-term individualized approach. The qualified and experienced Inclusion Team works with students, families, teachers, and school leaders to create an accessible and supportive learning environment. Families seeking services beyond the school's educational programs may contact the school for guidance regarding available extracurricular support or appropriate external providers.

Special Educational Needs and Inclusion

At Mirdif American School (MAS), we embrace diversity and respect all individuals regardless of their abilities, nationalities, beliefs and values. Inclusion is seen as an advantage for the MAS community that will contribute to the academic, social, emotional and psychological development of **ALL** students. At MAS, “Inclusive education is not a project or initiative.” (KHDA 2017)

Mirdif American School promotes an inclusive learning environment and our teachers are determined in removing barriers to learning by providing high quality teaching which is continually differentiated for all students. KHDA (2017) define learning barriers as, “Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student’s exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.” We strive to engage students in an enjoyable learning experience making sure it is taking place at the students’ levels of performance. We endeavor to create and foster a supportive and understanding community where all stakeholders are recognized as valuable members and individual differences are cherished, recognized and met. The aim of the Inclusion Department is to enable, “every teacher to play a key role in facilitating the educational inclusion of students of determination.” (KHDA 2019 pg.11)

MAS’s Inclusion Team Responsibilities

The MAS’s inclusion team is committed to early identification and support of students of determination.

Principal and Inclusion Champion- accept students of determination and give them the full opportunity to learn; establish the vision and direction for inclusion; hold the overall responsibility for educational program and inclusion within the school through review and planning; provide rigorous monitoring; provide plentiful opportunities for support and professional development to teachers; work closely with the SODCo/Director of Inclusion and assign responsibility; ensure that recruitment prioritizes inclusive practices.

Inclusion Champion and SODCo/Director of Inclusion - promotes a culture of inclusion and concern for the rights of all students; works collaboratively and monitors best practices amongst classroom and subject teachers, learning support and teaching assistants, external specialists and parents to optimize the potential for student success; guides and supports classroom and subject teachers in order to enable all students to be purposefully included in the school and classroom; provides motivation and support required for improvement over time; works collaboratively with all stakeholders to promote student learning, development, and wellbeing; facilitates collaborative meetings to promote knowledge, development and growth of inclusive practices.

Learning Support Teachers- collaborate with teachers and LSAs to support, advise, define appropriate activities, model, and plan for best practice differentiation to remove barriers to learning; develop plans of action, IEPs, schemes of work, and differentiated materials to support such students' progress within the curriculum; to maintain and update progress shown through assessment and data collection; teach students of determination either individually or in small groups, inside the classroom or in SOD classroom; be involved in identifying all levels of need, planning and reviewing appropriate and effective interventions.

EAL Teachers- administer an evaluation for non-English speaking and limited proficiency students and assessments for program placement to students; provide instruction to each EAL student appropriate to his/her level as determined by daily and formal assessments; confer with classroom teachers regarding each student’s progress and give strategies for differentiation and help in the classroom.

Classroom/Subject Teachers- meet the needs of all students in the classroom; work collaboratively with the inclusion department team to create opportunities for the academic, social, emotional and psychological development of all students; responsible for the modification, implementation, and outcomes of the students’ educational programs. Learning Support Assistants- work in collaboration with SOD teachers and classroom/subject teachers to ensure that students of determination are successfully included in the classroom; provide individual support to a specific student; promote access to targeted support outside of the classroom; work on differentiated activities with groups of students; liaise with the learning support teacher and SODCo/Director of Inclusion for students of determination, developing social/emotional skills, work with teachers to monitor the progress of students, and support intervention or therapy sessions. **Inclusion Programs at MAS** Differentiation Support by Classroom/Subject Teachers- Differentiation takes place through content, process or instruction. Classroom/subject teachers will modify the school curriculum when needed with support from SOD/EAL teachers and SODCo/Director of Inclusion to implement individualized programs based on students’ needs.

Push in support- LSAs, SOD, EAL teachers provide in class support for students of determination. The amount of support time is identified based on student needs. The aim is to reduce support as the student gains independence and makes good progress.

Pull out support- The support is provided by SOD Teachers or LSAs, EAL teachers or Counselor. This support could occur once to five times weekly depending on student needs. All interventions are linked to the class program, unless the student is below expectations, above expectations or has a specific learning barriers.

Practical/vocational programs for students of determination – significant barriers to learning, academic, social/emotional, or behavioral. These students will participate in alternative curriculum pathways to develop self-help skills, functional skills, and/or practical skills to prepare them for home and community development as identified in their IEP.

Gifted and talented programs- enrichment programs embedded in the general education classes. Additional services include assigning students individual projects and studies, specialized educational tours, attending lectures, debates, educational seminars, participating in educational competitions, providing students with programs to solve problems, programs of leadership, communication and computer skills, and other such enrichment programs are also provided.

Speech and Language therapy- the treatment of speech and communication disorders provided by external specialists. The therapy can take place at the school premises during the school hours or outside of the school after the school hours.

Occupational Therapy and other specific support therapies – the therapists work with individuals to help them to develop, recover, or maintain basic motor functions and reasoning abilities. The therapy can take place at the school premises during the school hours or outside of the school after the school hours.

Wellbeing

MAS takes a whole-school approach to wellbeing because students learn best when they feel safe, known, supported, and connected to their school community. Wellbeing includes students' social, emotional, physical, and mental health, their sense of belonging, their relationships, and their ability to manage challenges and participate successfully in learning. The Head of Wellbeing leads and coordinates wellbeing priorities across the school, works with school leaders and support teams to identify needs and appropriate responses, and promotes initiatives that strengthen a positive and respectful school culture. The Head of Wellbeing also supports staff wellbeing, recognizing that staff care, professional support, and a healthy working environment contribute directly to the quality of care provided to students.

Student wellbeing is a shared responsibility. Class and homeroom teachers provide daily care and are often the first point of contact for changes in a student's engagement, relationships, behavior, attendance, or emotional wellbeing. School supervisors and Assistant Principals respond to phase-based concerns and help coordinate appropriate follow-up. The Pre-Kindergarten through Grade 3 counselor and the Grades 4 through 11 counselor provide age-appropriate individual and small-group counseling, classroom guidance, transition support, parent and teacher consultation, and referrals to external professionals when longer-term or specialized services are needed. The Head of Wellbeing works alongside the counselors, safeguarding team, Inclusion Department, school clinic, supervisors, Assistant Principals, and Principal to support preventive programs, student voice, staff awareness, and coordinated intervention. Support may include check-ins, social-emotional learning, wellbeing activities, targeted plans, parent meetings, and referrals, depending on the student's needs. Information is handled sensitively and shared only with relevant staff or external authorities when necessary to protect safety, provide support, or meet safeguarding and legal responsibilities.

Home School Communications

Nexquare is the school's primary parent application for official school communications and access to information such as attendance, schedules, report cards, and notices made available to families. Parents must keep their contact details current, check communications regularly, and notify Reception promptly of any change to telephone numbers, email addresses, emergency contacts, custody information, or authorized collection arrangements.

Seesaw is used in designated younger grades, while Schoology and Google Classroom are used in designated upper grades and High School courses. Teachers may use these platforms for weekly plans, learning materials, assignments, feedback, and class information. Families should contact the teacher or school technical support if they cannot access an assigned platform.

Parents should begin with the staff member closest to the matter: the class or subject teacher for learning concerns; the supervisor, homeroom teacher, counselor, or phase team for behavior, attendance, or wellbeing concerns; the Inclusion Department for learning-support matters; and the School Clinic for medical concerns. Urgent safeguarding or safety concerns must be reported immediately to any trusted staff member or school leader.

Meetings must be arranged in advance. During the school day, parent meetings take place in the Administration Building reception or another approved meeting location. Staff may not leave students or interrupt teaching to meet an unscheduled visitor.

The school website, annual calendar, Nexquare, and official school messages are the authoritative sources for current events, closures, schedules, information sessions, Parent Workshops, and procedural updates. The main school telephone number is 04 288 3303, and the general Reception email is *reception@mirdifamericanschool.ae*. Families should use any additional contact details published by the school for the current academic year.

Parent Workshops

Parent Workshops are led by members of the Senior Leadership Team, Heads of Department, school counselors, and the Students of Determination Department, according to the focus of each session. Workshops provide practical guidance, strategies, resources, and opportunities for questions so that parents receive the support they need to help their children academically, socially, emotionally, and developmentally. Additional staff members or guest speakers may contribute when their expertise is relevant to the topic.

Information Events

Please make a point to attend the various information events such as meet the Teacher and Parent-Teacher Conferences. As well as updating parents on changes for the new academic year, they also provide information on their child's progress throughout the year.

Who Do I Talk To

Concerns should be addressed as close as possible to the source so they can be resolved promptly and accurately.

Area	First contact	Next contact if unresolved
Early Years or Elementary classroom learning	Class or homeroom teacher	Supervisor or Assistant Principal, then senior leadership
Middle School or High School subject learning	Subject teacher	Head of Department, then Middle or High School leadership
Behavior, attendance, punctuality, or daily routines	Homeroom teacher, supervisor, or relevant phase team	Assistant Principal, then Principal
Inclusion, learning support, or accommodations	Teacher and Inclusion Department	Head of Inclusion and relevant school leader
Student wellbeing or counseling	School counselor	Relevant school leader and safeguarding team where required
High School courses, credits, graduation, college, or career planning	Subject teacher or College and Career Counselor	High School leadership
Medical matters	School Clinic	School Doctor and relevant administrator

Transportation	Transportation provider or school transportation contact	Operations or school administration
Admissions, fees, or general information	Reception or the relevant administrative office	School administration
Safeguarding or an urgent safety concern	Any trusted staff member, counselor, safeguarding lead, or school leader immediately	Principal and external authorities where required

Parents should use official school contact information and request an appointment for meetings. Teachers may not leave students or interrupt lessons to meet an unscheduled visitor.

Meetings with Teachers

Regular parent-teacher communication supports student success. Parent Conference Days are usually held twice a year, with additional meetings arranged as needed.

Teachers may not leave students to meet unscheduled visitors. Please arrange appointments directly by email/Seesaw or through Reception: reception@mirdifamericanschool.ae | 04 288 3303 ext. 0 | 058 176 5974 (WhatsApp only).

Attendance and Punctuality Policy

Regular attendance and punctuality are essential because learning at MAS is progressive, sequential and collaborative. Families and the school work together whenever attendance becomes a concern.

Students should be absent or late only for necessary reasons such as illness or family emergencies. Parents are asked to use discretion when scheduling time away from school and to ensure absences are properly reported.

Absence procedure: notify the school office whenever your child will be absent.

Email: *info@mirdifamericanschool.ae* Phone: 04 288 3303

Absences may be reported by phone, email or the Nexquare absence application and will be recorded as excused or unexcused according to the reason. Planned absences should be discussed with the Principal before arrangements are made.

For excused absences, students may make up missed daily work within the timeframe set by the teacher. Existing long-term deadlines remain unless an extension is requested before the due date. Make-up opportunities for unexcused absences are not guaranteed; see the Late Assignments section.

Waiver requests for extenuating circumstances, such as extended illness or a family emergency, should be submitted in writing to the Vice Principal via the Hall Supervisor with supporting documentation.

Late Policy: tardiness includes late arrival to school and late arrival to lessons.

Traffic and routine delays do not normally constitute excused tardiness. Families should plan for unexpected delays; repeated lateness may lead to disciplinary action.

First-period tardiness may be excused only for an accepted absence reason such as illness, a medical/dental appointment, religious holiday or funeral.

Student Lateness Procedures

The National Anthem begins at 7:28 a.m.; students should arrive by 7:25 a.m.

Students not in class by 7:30 a.m. are considered tardy. Lateness disrupts learning and the classroom environment.

Late students receive an arrival slip, which is given to the Hall Supervisor or class teacher for recording.

The homeroom teacher, Hall Supervisor and counselor follow up with families as needed.

Actions for Tardiness & Absenteeism Disciplinary actions for tardiness and absences follow the KHDA guidelines:

Offense	Frequency	Implications
Tardiness - this refers to being late in coming to school at the start of the school day and to instances of being late to lessons within the school day	The first five(5) incidents of tardiness in a short period of time such as a month or an academic term	Written warning to student and notify parents.Tardiness will be noted in the students' progress report.
Up to an additional three(3) instances of tardiness in a short period of time, such as a month	Parents and student to be called to a meeting with the principal or a designated person by the principal. Parents and student to sign a written pledge not to repeat the offense. Tardiness to be noted in students' progress report.	
Any additional incidents to the above	At the discretion of the school, decision might include one or more of the following:	

- Community hours at the school.
- Detention during school hours.

Offense	Frequency	Implications
Absenteeism - this refers to frequent or habitual absence from school or from lessons without a valid medical or family related excuse.	The four(4) incidents of absenteeism in a short period of time such as a month or an academic term	Written warning to student and notify parents.Absent days will be noted in the students' progress report.
Up to an additional three(3) instances of absenteeism in a short period of time	Parents and student to be called to a meeting with the principal or a designated person by the principal.Parents and student to sign a written pledge not to repeat the offense. Absent days to be noted in students' progress report.	
Any additional incidents to the above	At the discretion of the school, decision might include:	

- Community hours at the school.
- Detention during school hours.

Note: Bus students will be exempted from any actions. In the case of it being the student's fault for missing the bus, he/she may receive a first verbal warning, depending on the case.

Why is Attendance and Punctuality Important

Attendance and punctuality protect students' access to learning, relationships and academic progress. Even small amounts of missed time can accumulate significantly across a school year.

Did you know

- A child who is absent a day of school per week can miss up to the equivalent of two academic years of their school life.
- Missed instructional time can affect academic progress and examination performance.
- Consistently low attendance may affect how reliability is viewed in future applications.

Punctuality Facts

Minutes late to school	Over an academic year what does this equate to? (Approx.)
5 Minutes	3 Days Lost a year
10 Minutes	6 Days lost a year
15 Minutes	9 Days lost a year
20 Minutes	12 Days lost a year

An unauthorized (unexcused) absence is an absence without parent communication, or an absence of two or more days without required medical documentation. Attendance and punctuality are monitored in line with KHDA guidance.

KHDA Descriptors	Rating
Attendance is at least 98%. Students are punctual to school and lessons.	Outstanding
Attendance is at least 96%. Students almost always arrive at school and to lessons on time.	Very Good
Attendance is at least 94%. Students usually arrive at school and to lessons on time.	Good
Attendance is at least 92%. Students generally arrive at school and to lessons on time.	Acceptable
Attendance is less than 92%. A minority of students consistently arrive late at school and/or to lessons.	Weak
Attendance is less than 90%. A large minority of students consistently arrive late at school and to lessons.	Very Weak

How will attendance be reported

Attendance information is reported on student report cards using the school's current KHDA-aligned reporting approach.

NOTE The KHDA mandated parent-school contract, which is mandated in all private schools in Dubai, states These decisions are endorsed by KHDA and consequences resulting from continued lateness and absenteeism will be upheld by the Authority.

Home Learning

Weekly Plans are shared on Fridays and outline upcoming concepts, assignments and deadlines.

Home learning should reinforce classroom learning through short review, reading, assigned platforms and age-appropriate study.

Useful conversation prompts include:

- What was the most interesting thing you learned today?
- What was the best part of your day, and why?
- What made you laugh or think today?
- What is one learning target you worked on?
- Can you teach me something you learned?

Nightly reading supports fluency, vocabulary, comprehension, writing and a lasting love of reading.

Use the i-Ready platform to allow your child to practice on their reading path for at least 20 minutes per night for three days a week.

Regular review helps students retain learning and develop independent study habits.

Assigned work is what the child does, not the parent or caregiver, or a tutor. It is for discussion, but the child is responsible for completing it. Home learning time for Elementary students should, under no circumstances, become stressful. It is a time for children and parents to share discussions on schoolwork and provides an opportunity for parents to partner in their child's learning.

Middle School and High School

We appreciate that after school students are involved in a variety of activities, and that participation in after-school activities is vital in the development of the whole child. Equally important is the opportunity for students to rest, play and spend quality time with friends and family. Therefore, it is encouraged that home learning is assigned sparingly, thoughtfully, and only as an extension of student learning beyond the classroom.

Time guidelines for middle school and high school home learning: It is expected that students spend approximately 2 hours a week on learning. Some students may need more time. Every student is different, but reminding them of the need to review and study is imperative to their success.

Responsibilities

Responsibilities of teachers

- Provide clear and relevant tasks, (written instructions), achievable within set time frames.
- Provide tasks set within a student's capabilities, taking into account student differences.
- Provide intermediate deadlines for major projects in order to help students manage their time more effectively.

- Teach/reinforce the skills needed for successful task completion.
- Establish a routine with students regarding the assigning and monitoring of tasks.
- Record major deadlines on the assignment calendar in advance, and be aware that students have demands from other classes.
- Support students who experience difficulty in completion of tasks to develop better organizational skills.
- Make available any resources required to complete the task.
- Ensure feedback is regular, timely, positive and constructive.

Responsibilities of students

- Be aware of the details of the tasks and the deadlines.
- Be aware of the importance of completing tasks to work through a skill or concept.
- Plan task completion appropriately, not leaving work to the last minute.
- Actively seek to develop and use strategic study habits, such as time management, active reading and note-taking.
- Seek clarification and assistance from teachers when needed.
- Submit work on time and to a high standard.
- Develop an effective individual study timetable, which includes revision as well as set tasks.

Responsibilities of parents/guardians

- Encourage increasing responsibility for learning and organization.
- Encourage daily focus and study.
- Be aware of and reinforce the school's work procedures.
- Provide a quiet place and a desk for study.
- Observe progress and acknowledge success.
- Assist with the balance of time spent completing work and time engaging in leisure, sporting or recreational activities.
- If necessary, remove obstacles to work completion such as computers, gaming consoles, television and phones.
- Contact the relevant teacher to discuss problems their children are having with homework.

Responsibilities of administrators

- Ensure that the school's homework policy is published and accessible to all stakeholders.
- Ensure that the school’s homework policy is periodically reviewed, to support best practice.
- Provide assessment-free revision periods before exams.
- Integrate major deadlines within the school's calendar.
- Periodically monitor the homework load of students.
- Offer support for students, parents or teachers struggling with homework expectations.

Learning Platforms and School Communication

Nexquare is the school's parent application and official home for key school communications, attendance information, schedules, report cards, and other student information made available to families. Parents must keep their contact details current and check school communications regularly.

Seesaw is used in designated younger grades to share classroom learning and age-appropriate learning updates. Schoology and Google Classroom are used as learning management systems in designated upper grades and High School courses. Teachers may also direct students to approved curriculum platforms, including HMH, Magnetic Readers, Twig, McGraw Hill, i-Ready, NWEA MAP, IXL Mathematics for Grades 9-11, and IXL Science for Kindergarten through Grade 11.

Parents and students must use school platforms responsibly, protect login details, and communicate respectfully. Platform use and grade coverage may change as the school reviews its systems. The school will communicate any change through official channels.

Student Assessment at MAS

Assessment is an integral part of teaching and learning at Mirdif American School. Teachers use evidence from classroom learning, assessments, diagnostics, external benchmarks, projects, performance tasks, examinations, and student reflection to identify strengths and gaps, plan instruction, provide feedback, implement interventions, and evaluate impact.

Assessment includes:

- **Assessment for learning:** ongoing formative checks used to adjust teaching and provide timely feedback.
- **Assessment as learning:** student self-assessment, peer feedback, reflection, goal setting, and monitoring of progress.
- **Assessment of learning:** summative evidence used to judge achievement against grade-level or course standards.
- **Diagnostic assessment:** evidence used to identify specific strengths, needs, misconceptions, or prerequisite gaps.
- **External and international assessment:** standardized evidence used to compare attainment, progress, literacy, reasoning, or readiness with external expectations.

Assessment accommodations are provided for eligible students in accordance with documented learning needs, the student's support plan, assessment-provider rules, and regulatory requirements. Accommodations support access but do not change the assessed standard unless a formally approved modified curriculum applies.

External and Schoolwide Assessments 2026 2027

Assessment	Grades	Main purpose
ABA Arabic Baseline Assessment	Grade 1	Establishes baseline Arabic proficiency and attainment.
ABT Arabic Benchmark Test	Grades 1-11	Measures Arabic attainment and progress through an external Arabic benchmark.
i-Ready Reading	KG2-8; Grades 9-11 as needed for intervention	Measures reading level, strengths, gaps, and growth and supports targeted intervention.
i-Ready Mathematics	KG2-8	Measures mathematics achievement and skill development and identifies gaps for targeted instruction.
MAP Language Usage	Grades 2-10	Measures language conventions, grammar, and usage separately from reading comprehension.
MAP Reading	KG2-10	Provides curriculum-linked evidence of English attainment and progress.
MAP Mathematics	KG2-10	Provides curriculum-linked evidence of mathematics attainment and progress.
MAP Science	Grades 3-10	Measures scientific literacy, attainment, and progress and aligns broadly with NGSS expectations.
NGRT	Grades 9-12, as available within the school's current grade structure	Measures reading literacy, comprehension, and vocabulary and continues literacy monitoring beyond i-Ready.

CAT4	Grades 3, 5, 7, and 9; new students in Grades 4, 6, and 8 as required	Measures verbal, non-verbal, quantitative, and spatial reasoning.
IXL Science	KG-11	Internal monitoring of mastery, skills, gaps, and progress against taught science standards. It is not presented as the KHDA external benchmark.
IXL Mathematics	Grades 9-11	Internal monitoring of mathematics mastery, skills, gaps, and progress against taught standards.
PIRLS	Grade 5 in the 2026-2027 cycle	International reading-literacy benchmarking, administered according to participation requirements.
TIMSS	Designated grades and cycles	International mathematics and science benchmarking when required or selected.
PISA	Eligible 15-year-olds in the designated cycle	International reading, mathematics, and science literacy benchmarking according to UAE and KHDA requirements.
PSAT	Grades 10-11	Measures college readiness in Reading and Writing and Mathematics.
SAT	Grades 11-12, as available within the school's current grade structure	Supports college admissions and readiness planning.
AP Examinations	Students enrolled in AP courses	Provides external evidence of course-specific college-level knowledge and skills.
Internal and Common Course Assessments	High School credit-bearing courses	Measures achievement against course standards in subjects such as Chemistry, Biology, Physics, Algebra, English, humanities, and electives.

The annual assessment calendar identifies confirmed windows, participating grades, preparation guidance, and any provider-specific conditions. Not every student completes every assessment. Results are reviewed alongside classroom evidence and are not used in isolation to make decisions about a student.

Assessment Integrity and Participation

Students must complete assessments honestly and independently, follow proctor instructions, use only permitted resources, and protect the confidentiality of secure test content. Smart watches, phones, unauthorized applications, notes, or assistance are not permitted during assessments unless specifically approved as an accommodation. Students who miss an assessment must follow the make-up procedures communicated by the school.

Teachers actively supervise assessment sessions, follow standardized administration requirements, and use results to identify gaps, plan intervention or enrichment, and monitor impact. Parents support accurate results by ensuring attendance, punctuality, adequate rest, and compliance with assessment expectations.

Reporting to Parents

Mirdif American School uses a two-semester reporting system. Families receive information through progress reports, semester report cards, parent-teacher conferences, meetings, official learning platforms, and direct communication where concerns require timely action.

Reporting reflects the student's achievement against the standards and expectations for the relevant grade or High School course. High School reports also communicate course-specific performance and information relevant to credit completion, prerequisites, academic standing, and graduation planning. Attendance and punctuality are reported in accordance with school and KHDA requirements.

Descriptor	Meaning
Exceeds Expectations	The student has met and exceeded the relevant proficiency expectations.
Meets Expectations	The student has met the relevant proficiency expectations.
Needs Improvement	The student requires additional instruction, practice, or support to achieve proficiency.
Not Applicable or Not Assessed	The standard or outcome was not applicable or was not assessed during the reporting period.

Students in Grades 6-11 receive numerical grades on progress reports and semester report cards. These grades communicate achievement against the standards, learning outcomes, and assessment expectations for each subject or course. For High School students, numerical grades also contribute to course completion, credit decisions, academic standing, transcript records, and progress toward graduation in accordance with the school's published High School assessment and grading procedures. Individual achievement is reported separately from effort, participation, work habits, and conduct unless the published reporting format identifies these as separate indicators.

Students following approved individualized or modified learning outcomes may receive adapted assignments, assessments, or reporting that reflects their documented learning goals. The school discusses these arrangements with parents through the student's support planning process.

Parent conferences are normally scheduled during the year and additional meetings may be requested when needed. Teachers may not leave students or interrupt teaching to meet an unscheduled visitor. Parents should request an appointment through the relevant teacher, phase leader, Head of Department, counselor, supervisor, or Reception.

Student Behavior

Through a process based on respect, students are taught to take ownership of their behavior. There is a well-established framework of expectations, so that students know where they stand with regard to consideration for others, good manners and their many responsibilities to themselves, other students, staff and their parents.

Student Rights and Responsibilities

This statement of Student Rights and Responsibilities describes but does not limit the rights and responsibilities of students. It is fully understood that anything contained within the rights and responsibilities is subject to local laws, and school regulations.

1. Each student has the right to an orderly and disciplined environment and the responsibility to be cooperative and attentive and not disrupt lessons or distract fellow students. Students should exercise self- discipline and be committed to academic progress for all.
2) Each student has the right to be treated fairly and the responsibility to treat others fairly as well.
3. Each student has the right to be treated with respect by other members of the school community, regardless of personal, cultural, racial and religious differences and has the responsibility to treat other students with respect, regardless of these differences.
4) Each student has the right to have school activities and lessons commence punctually and the responsibility to be punctual themselves.
5. Each student has the right to voice his or her opinions in a polite and respectful manner and the responsibility to allow others to have a voice and speak freely without negative criticism.
6) Each student has the right to benefit from the reputation of the school and the variety of facilities it offers and the responsibility to uphold the reputation of the school while in school uniform and to respect the facilities offered.
7. Each student has the right to enjoy the support of the school in his or her participation in cultural, sporting and academic matters and the responsibility to be supportive of school events and participate to his or her best ability.
8) Each student has the right to be secure in person and property and the responsibility to respect the privacy and property of others.
9. Each student has the right to work in a healthy and litter free environment and the responsibility to keep it that way. Everyone must practice personal responsibility.
10) Each student has the right to have his or her work marked and returned within a reasonable period and the responsibility to hand in work on time and completed thoroughly.

Dress Code and Uniform

MAS students should wear their uniform as distributed at the start of the year.

School shoes should be plain black and have a closed toe (no sandals). If your child is not able to tie their own laces, we strongly advise Velcro straps to prevent trip and fall accidents. Socks for boys and girls should be plain and white.

Hats are required in the summer months but should not be worn indoors at any time. Hats and water bottles should be labeled with your child's name, as they will travel out of the classroom for break and lunchtime with your child.

During Winter months your child may need to use an additional warm layer. We provide all children with a navy-blue fleece jacket as part of their uniform pack. No other jackets will be accepted.

If there is a reason for your child to wear an alternate warm layer it must be:

- Navy blue or black in color
- Plain with no logos, slogans or pictures
- No hood

The MAS Uniform is the most visible statement of association with our school and, as such, should be worn with pride at all times. Students should always consider themselves as ambassadors of their school whether on campus or off campus. School uniform is compulsory for all students while traveling to and from school, at school, and at school events.

In addition, the following standards shall apply to all regular school activities:

- Students are expected to dress in a manner that is neat and appropriate for school.
- Pants should be size length and worn at the waist.
- No torn or tattered clothing.
- Clothing, jewelry and personal items (backpacks, gym bags, water bottles, etc.) should be clearly named. Other items or insignia that are crude, vulgar, profane or sexually suggestive are strictly prohibited.
- School shoes are to be all black and low heeled. Trainers for PE should be non-marking soles.

- No sunglasses may be worn inside school buildings or classrooms.
- Any jewelry, body art, piercing or extreme hairstyle/color deemed by the school to be dangerous or a distraction to the learning environment is not acceptable. Watches and a single stud earring in each ear are acceptable.
- Phones are not permitted.
- Hair should be neat and tidy. Students with long hair are to have it tied back and out of their face when appropriate. Extreme hairstyles are not allowed – when in doubt err on the side of caution.

PE Uniform

The school issues the PE kit.,Studnets should wear their PE kit on days they have PE in their timetables. In PE lessons, students should wear shoes that are for exercise or running shoes that are supportive, comfortable, and that suit the sport your child is participating in. There are certain types of shoes that we will not allow to be worn, during PE lessons:

- Shoes that light up or have flashing lights anywhere on them.
- Shoes that make noises.

Behavior Management

MAS maintains a comprehensive Behavior Policy that is shared with students, parents, and staff. The policy explains the standards of conduct expected across the school, how positive behavior is taught and reinforced, how concerns are reported and reviewed, and the range of support, intervention, and consequences that may be used. The school reinforces expectations through classroom routines, Essential Agreements, assemblies, the Student Code of Conduct, direct teaching, and regular communication with families. The school recognizes positive choices and applies the policy consistently while considering the student's age, needs, the context and intention of the behavior, its frequency, and its impact on others.

MAS understands that behavior can sometimes communicate frustration, difficulty with self-regulation, unmet learning or social-emotional needs, or challenges that a student may not yet have the skills to express appropriately. Staff therefore seek to understand the factors contributing to the behavior and help the student develop safer and more appropriate responses. Support may include clarification and reteaching of expectations, restorative conversations, reflection, counseling, check-ins, targeted behavior plans, parent meetings, inclusion support, reasonable accommodations, and coordinated follow-up by teachers, supervisors, counselors, Assistant Principals, the Head of Wellbeing, and other relevant staff.

Understanding the cause of behavior does not remove accountability or lessen the school's responsibility to protect others. Maintaining a safe, respectful, orderly, and inclusive learning environment is non-negotiable. Behavior that threatens safety, harms another person, substantially disrupts learning, involves bullying or harassment, or repeatedly disregards expectations will be addressed promptly. Responses and consequences are proportionate to the seriousness and circumstances of the incident and are applied in accordance with the MAS Behavior Policy, the Student Code of Conduct, and applicable KHDA requirements. Students continue to receive appropriate guidance and support while being held accountable for repairing harm, making safer choices, and meeting school expectations. Behavior concerns and actions are documented, monitored, and communicated to parents according to their seriousness and the support required.

Cell phones

Students may not use cell phones at any point in the school day and they should remain inside the students bag for the duration of the school day/ their time on the MAS site.

We cannot take any responsibility for cell phones brought onto the school site.

Should your child need to call home we will organize that for them. If you wish to pass a message to your child

please communicate with our Receptionist on *reception@mirdifamericanschool.ae*, 04- 2883303- extension 0 or 0581765974 (WhatsApp Only) and she will pass the message onto your child/ relevant people.

Emergency Procedures We regularly practice safe emergency evacuation procedures to ensure the safety of our students and staff should there be an emergency.

These procedures are planned in accordance with the Civil Defense requirements.

Should there be an emergency at school parents will be notified using the phone numbers you have registered with the school. Please make sure that these are always kept up to date. If you need to update a phone number for your child please contact Reception.
If you are on campus when the fire alarm sounds (a long continuous ring) please follow the crowds in an orderly fashion and assemble with the staff on the side of the sports pitch. If the lockdown is sounded (smooth classical music played through the speaker system) please make your way to the nearest classroom.

Child Protection

At MAS, the health, safety and wellbeing of all our children is of paramount importance. All children have the right to protection, regardless of age, gender, race, culture or disability. Everyone is responsible when it comes to protecting children and this includes reporting any act committed by a parent, guardian or any other person, to a child enrolled in the MAS which results in neglect, physical or emotional injury or sexual harm.

All staff members are committed to reporting any suspected or disclosed issues of child protection to the SOD and Student Support Department (SSSD). Depending on the severity of the situation it will be overlooked and monitored by the Principal, Director of SOD and School Counsellor. All members of MAS are required to familiarize themselves with the signs of child abuse and the steps to follow in the event of suspected abuse.

Child abuse refers to any act committed by a parent, guardian or any other person to a child under the age of 18, which results in injury to the child. These acts include situations where there is neglect, emotional, physical or sexual harm. Based on the severity of the issue and upon the discretion of the school Principal agencies are contacted to ensure that the student receives professional help.

When information is offered in confidence, the staff member will endeavor to reassure the child or adult, whilst explaining that the matter will be shared only with people who need to know about it in order to follow procedures aimed at safeguarding their welfare. Confidentiality will be maintained. Our policy applies to everyone working in the school. There five main elements to our policy which are to:

- ensure we practice safe recruitment in checking the suitability of staff to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support students who have been abused in accordance with his/her agreed child protection plan.
- establish a safe environment in which children can learn and develop.

We recognize that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried
- include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse, in keeping with the acceptable local culture and sensitivities.

Bullying

Bullying is an aggressive behavior or act that is repeatedly exhibited by one person or a group of people with an intention to hurt others, and it usually involves an imbalance of power.

There are four main types of bullying: verbal, physical, relational (social) and cyberbullying. Bullying prevention is among our utmost priorities at MAS. We approach bullying using proactive as well as responsive/constructive techniques.

The school counselor carries out a school-wide anti-bullying program throughout the year which aims at spreading awareness among staff and students focusing on the following: identifying bullying, students who are being bullied or those who are bullying others, the role of the bystander, dealing with bullying as well as strategies to stop bullying and reporting it.

Any bullying case reported to any adult at MAS is referred to the counselor who deals with each case on an individual basis. Parents of the bully and the victim are informed and consequences are put in place to stop the bully. The counselor provides short-term counseling to both the bully and the victim. Students in need of long-term counseling will be referred to professionals outside the school. In case the bullying doesn't stop, the case is referred to the principal who implements more serious consequences to ensure that the bullying ends.

At MAS we ensure that both the bully and victim receive guidance and counseling sessions to help them overcome this experience and learn techniques to help them face challenges in the future.

At Mirdif American School, we strive to ensure a safe environment for all members of the school community and to promote healthy relationships. Bullying - physical, verbal or indirect acts committed against someone or a group of people in a position of less power; a child or children intending to cause harm to another child or group of children; these behaviors repeated over time are not tolerated, in any form, and all members of the community are expected to enforce the policy. Students are encouraged to approach a supervising adult to intervene in the case of bullying.

Cyber bullying is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. (Definition taken from *www.stopcyberbullying.org* 2007) MAS students are expected to act with respect and concern for others both inside and outside school hours. MAS treats any form of bullying as a serious offense. In addition to incidents at school, cyber bullying may also occur off-campus or outside of school time. **If the cyberbullying action is intended to have an effect on a student or it adversely affects the safety and well-being of a student while in school, MAS will discipline students involved.** MAS students who commit cyber bullying will be subject to the consequences for bullying in the MAS Student Behavior Code.

At MAS, we are committed to growing individuals who are mindful, honest, respectful, and who are responsible for their own behavior. We want our students to hold themselves to the highest standards of behavior inside and outside of the classroom. In approaching behavior, we want to reinforce positive behaviors and reiterate the importance of being respectful towards others.

Key focus: Students should be mindful of their own behavior and how it impacts their own learning and others. Always seek to improve who they are and how they present themself; to be responsible and hold themselves accountable, setting high standards for themself and others.

Parent involvement: We believe that when we work as a team, we are more likely to succeed in whatever endeavor we set out for our students and school. Therefore, we urge all parents to be supportive to ensure learning is not interrupted for any reason. Parents play a key role and will be contacted to both praise and to discuss the need of further support if needed.

Fighting and Harassment

MAS supports students in managing their anger and in resolving their conflicts in a timely and constructive manner. The school prohibits any form of fighting or harassment.

Conflict Resolution

All MAS community members contribute to a positive, respectful, inclusive and caring environment where any type of differences and other major challenges can be overcome using open communication. As conflict is a natural part of our professional and personal lives that cannot be avoided, we aim to prepare and teach our students how to handle conflicts in an appropriate way that can be beneficial to both parties. Everyone at MAS is expected to address conflict in a productive way that can lead to personal growth.

At MAS, we encourage students to participate in solving the issues that involve them on their own through open respectful communication. In cases where this is not doable, a mediator helps in resolving the conflict. The parties are free to ask any adult they trust and feel comfortable around in the school, from administrators, the counselor, teachers, or teacher assistants, to help resolve the issue. If the conflict is unresolved, the conflict is referred to the principal.

Stealing

Students are expected to take steps to protect their personal property. We encourage students to leave valuables at home. Any student caught stealing will face serious consequences, as determined by the school's committee. MAS has the right to search rooms, lockers, bags, etc., if there is reason to do so.

Academic Integrity and Honesty

Academic integrity is essential to authentic learning and to the accurate assessment of each student's knowledge and skills. Students must submit work that reflects their own thinking and effort, acknowledge the ideas and work of others, follow the conditions set for each assignment or assessment, and ask the teacher when they are unsure whether a source, collaboration, digital tool, or form of assistance is permitted. Cheating, plagiarism, unauthorized collaboration, fabrication of information, impersonation, and the unauthorized use of artificial intelligence or other digital tools are forms of academic misconduct.

Academic Honesty

Academic honesty is very important to us at MAS. It supports a young person's moral development and gives teachers an accurate picture of a child's performance.

Families are encouraged to support students by providing routines, asking guiding questions, helping them organize their time, and communicating concerns to the teacher. Parents, tutors, siblings, or other adults must not complete work for a student or provide answers during an assignment, test, or online assessment intended to measure the student's independent performance. Unauthorized assistance may result in the work or assessment being stopped and reviewed under the school's academic-integrity and assessment procedures.

Responsible Use of Artificial Intelligence

Artificial intelligence tools may be used only when the teacher has explicitly permitted their use and only for the purpose and within the limits stated for the task. When permitted, AI may support activities such as brainstorming, generating questions, receiving feedback, language support, or identifying possible starting points for research. It must not replace the student's own thinking, reasoning, problem-solving, writing, creative process, or demonstration of learning. Students remain responsible for the accuracy, quality, originality, and appropriateness of everything they submit.

Students must disclose and appropriately cite permitted AI assistance in the manner required by the teacher. They must check AI-generated information against reliable sources because AI tools may produce inaccurate, incomplete, biased, or fabricated content. Students must not use AI to generate and submit work as their own, complete tests or assessments, avoid required learning, misrepresent their ability, or create harmful, deceptive, discriminatory, or inappropriate content. Personal, confidential, assessment-secure, or identifying information about students, staff, or families must not be entered into public AI tools. The school may ask a student to explain their process, provide drafts or source notes, or demonstrate their understanding when the authenticity of submitted work is unclear.

When a student is struggling with work at home, families should contact the teacher so that appropriate support can be planned. Work completed through excessive or unauthorized assistance can prevent teachers from identifying learning gaps and providing the right intervention.

Plagiarism

Definition: presentation of someone else's ideas, words or phrases as if they were one's own. Plagiarism is wrong in both creative and academic writing. Often in essays, and always in research papers, you are asked to support your ideas with

evidence from others, but you must make it very clear which of your words or ideas were originally written by someone else. In the first instance of plagiarism, students may be given the opportunity to redo the assignment depending on the student's intentions. The student may be required to work with the teacher on interventions to make sure plagiarism is avoided in future. The consequences for plagiarism, especially for assessed work, can include school suspension.

Cheating

Definition: giving or receiving unauthorized assistance on assessments and assignments. Students caught cheating on class assignments or tests will receive a zero on the assignment and will be required to re-do the assignment/ new test on detention time, in addition to consequences implemented from the behavior code. Procedures for cheating during exams are different and will be explained in the Exam Rules and Regulations.

Late Assignments

These procedures apply to Elementary, Middle School, and High School students. High School students follow the published course assessment, late-work, credit, and academic standing procedures, which may include course-specific deadlines and consequences. At MAS students are expected to submit all work on or before the due date. In the event that a student does not submit work by the deadline, procedures have been developed to support the student in completing the required task.

These procedures have three main aims:

- To encourage students to develop time management skills, including the ability to meet deadlines, in order to help them to be successful at school and in other areas of their lives.
- To ensure that the learning process is fair and balanced for both students and teachers; that deadlines are spaced, that timely feedback can be given and new work begins as planned.
- To ensure that achievement grades given reflect the student's performance according to the learning outcomes, and not other behaviors.

These procedures take into consideration the following factors:

- Previous occurrences
- Learning needs
- Illness or other personal circumstances

Absences from School

Students who are absent from school for any reason are responsible for obtaining their assignments (physically or from Schoology) from their teachers as soon as they return. The missing work must be completed within the number of days they have been absent. Ex student absent for 2 days, have 2 days to complete the work missed.

Students who have missed an in-class assessment task (for example tests, quizzes, individual presentations) due to absence are expected to take that assessment task within the same number of days as their absence- ex: student absent for 2 days, have 2 calendar days to complete the work missed. It is the student's responsibility to communicate with his/her teacher to determine when the missed task will be completed. These assessments may need to be completed after school in order not to impact on other lessons.

When a student is absent from a group presentation or performance that cannot be made up the student must submit evidence of work or involvement to support this process.

A student with a prior authorized absence may apply for an extension through the teacher, at least two days in advance of the due date. If approved, a new date will be set for submission.

Any missed MAS internal exams will require an email from the parent(s) to the Principal, specifically explaining the need for the student to miss an exam. The Principal will consider each case on an individual basis.

Submission of Late Work

Our aim is to encourage student accountability and responsibility. Where a student has late / missing or incomplete work please note:

Assignments close 4 calendar days after the deadline After 4 days assignments will close and submissions will no longer be an option for the student. The students' semester and overall grade will therefore suffer due to their failure to submit. Students who were absent for the setting of the work have the number of days they were absent to catch up with this work. Ex- If the work due date was Monday the 10th, and the student was absent for 2 days, they would have until the 16th to submit their work.

We are aware that in a personalized learning environment, not every solution matches every student. SOD students have additional accommodations and teachers should refer to their IEP and work closely with the LSA/ SOD department to ensure SOD students do not fall behind.

Lockers

Lockers provided are for the use of students in the middle and high school buildings. Lockers are issued to individual students and should not be shared.

Students are responsible for keeping their lockers clean and secure. Students are expected to lock away their belongings. The school does not take responsibility for loss or theft.

Students are responsible for the contents of their locker and any forbidden or illegal substances are forbidden.For reasons of hygiene, food must not be left in lockers overnight.

Students are responsible for their key. If they lose their key they will be liable for the cost of cutting a new key. They should immediately report any damage to the Hall Supervisor

The school administration has the right to check student lockers at any time.

Students may not visit their lockers during lesson times.

What can go in a locker?

- School bag
- Lunch box
- Books
- Jackets

Decorations:

- Allowed inside the lockers only.
- Must be school-appropriate
- Must not cause any permanent damage or marks (stickers, paints.....)

End of year:

- Leave the locker clean and empty.
- Anything left behind will be disposed of.
- Any permanent damage will incur a charge.

Personal Property Students are discouraged from bringing valuable items, expensive clothing or large sums of money to school. All clothing, especially coats, jackets and sweaters, should be labeled with the student's name.

Digital Responsibility & Acceptable Use

Students must use school-owned and personal technology responsibly, safely, respectfully, and lawfully. This applies to devices, school networks, email, online platforms, social media, artificial intelligence tools, digital content, and all online communication.

All users must follow applicable UAE laws and all MAS policies, procedures, codes of conduct, safeguarding requirements, academic-integrity expectations, and staff instructions. Online behavior that affects the safety, wellbeing, learning, privacy, or reputation of the school community may be addressed by the school, even when it occurs outside school hours.

Student Responsibilities

Students are expected to:

- Use technology only for approved educational purposes.
- Follow all school policies and staff instructions when using technology.
- Communicate respectfully and follow the same behavior expectations online as at school.
- Protect passwords, accounts, personal information, and the privacy of others.
- Respect copyright, cite sources, and follow academic-integrity and responsible-AI expectations.
- Never access another person's account, bypass school security, use unauthorized VPNs, or damage devices, networks, software, or data.
- Avoid creating, accessing, storing, or sharing harmful, offensive, illegal, deceptive, or inappropriate content.
- Keep devices secure and report loss, damage, security concerns, cyberbullying, or inappropriate content immediately.

Violations may result in restricted technology access, confiscation of devices, parent contact, financial responsibility for damage caused by misuse or negligence, and disciplinary action under school policy and UAE law.

Parent and Guardian Responsibilities

Parents and guardians are expected to:

- Support their child in following all MAS policies, procedures, and technology expectations.
- Discuss safe, respectful, ethical, and lawful technology use with their child.
- Monitor their child's use of devices, applications, social media, online platforms, and AI tools.
- Ensure personal devices are suitable for school, fully charged, protected, updated, and equipped with required applications.
- Cooperate with the school when concerns arise regarding online behavior or technology misuse.
- Accept responsibility for personal devices brought to school and applicable costs resulting from loss, damage, misuse, or negligence.
- Report online safety, safeguarding, security, or cyberbullying concerns promptly.

MAS provides appropriate network access, filtering, guidance, and supervision where reasonably possible. However, Digital responsibility is shared by the school, students, and families.

Counseling Services

The school counseling program supports students' social-emotional wellbeing, behavior, relationships, transitions, attendance, and access to learning. The Pre-Kindergarten through Grade 3 counselor and the Grades 4 through 11 counselor provide age-appropriate individual and small-group support, classroom guidance, parent and teacher consultation, and referrals to external professionals when longer-term or specialized services are needed. Counselors contribute to safeguarding, student support planning, transition support, preventive programs, and initiatives that promote safe, healthy, and respectful choices. They work in coordination with the Head of Wellbeing, school leaders, teachers, the Inclusion Department, the School Clinic, families, and external professionals when appropriate.

College and Career Readiness

For Grades 7-11, the College and Career Counselor supports students and families with course and pathway planning, credit and transcript awareness, career exploration, college awareness and applications, PSAT and SAT readiness and completion, AP participation, graduation planning, and understanding of post-secondary requirements. High School students participate

in a Career Readiness Course led by the College and Career Counselor. The course develops age-appropriate skills in self-awareness, goal setting, career research, course selection, college and university research, application preparation, communication, decision-making, and planning for life after High School. Parent awareness is supported through information sessions, guidance materials, individual meetings, and timely communication about credits, graduation milestones, college preparation, and available pathways. Students remain responsible for completing required actions and meeting published deadlines, with coordinated support from the counselor, High School team, school leadership, and family.

Student Council and Student Leadership Team Primary School

Students are encouraged to determine their own high standards by discussion through academic programs and through other opportunities in school, such as representation on the Student Council. All students in Grade 4 and above are eligible to stand for election to the Student Council. The elected representatives, three from Grade 3 & Grade 4 plus five senior students from Grade 5 are allowed to hold meetings in class time at the convenience of the teacher(s). Recommendations from the meetings are presented at the Student Council meetings which are held once a week.

Middle and High School Student Leadership

Students in Grades 6-11 have opportunities to contribute through class representation, Student Council, NHA, school events, service, and leadership roles. Grade 11 students may hold senior student leadership positions appropriate to the school's current grade structure. Student leaders work with school leadership and staff, represent the student body, model school expectations, and contribute constructively to school improvement.

Community and Service

As part of our programs, community and service are very important features. From Kindergarten, our students are made aware of the value of having a caring, community and service-oriented society and are educated to be aware of the needs of different communities and develop plans for supporting those needs. Organizations are invited to create partnerships with our school to educate our students and to help them to move forward with their projects. It is expected that students will have sustained relationships with some organizations in order to have profound insights into their culture and communities and to be able to offer effective service.

Library

The school provides students with access to age-appropriate reading and research resources. Library access, borrowing procedures, and digital resources are communicated by the relevant phase. Students are responsible for returning borrowed materials in good condition and may be charged for lost or damaged items.

Book donations are always welcome; please pass donations to the librarian who will assess their suitability for the age range or place them for staff reference.

Lost and Found

Lost items are given to the Hall Supervisor when found. We log the items found so that should a parent call we are able to identify the items. Students who have lost an item are shown this box and can look for their items themselves, however, high value items, such as laptops, iPads or chargers are kept locked away.

Buses

MAS uses the Guardian One bus service to pick up and drop off students at the door of their home. Bus routes and pick up times are arranged according to subscription.

Please note that bus services are invoiced by and paid directly to the bus company. They are in addition to school fees, and costs vary by route. Please contact reception for more information.

Parents/Guardians are required to reimburse Gaurdian One for any damage to a school bus committed by the student. Parents/Guardians will be notified by the school if their student has been involved in behavior leading to damage of a bus.

Student Responsibilities while on a Bus

Each student riding a bus is expected to obey these student conduct rules:

Enter and leave the bus in an orderly manner in a single file. No physical playing or rough conduct is allowed at any time.
Secure the seat belt before the bus moves and only undo it at the final stop (school or home).
Remain properly seated at all times and keep head and other parts of the body inside the bus and out of the aisle.
Avoid loud conversation or singing.
Do not play musical instruments inside the bus.
Ask the driver's permission before opening any windows.
Follow any additional directions given by the bus driver or School Assistant.
Eating, drinking, chewing gum (and smoking by adults) is not allowed on the bus.
Respect the rights of others inside and outside the bus are the same as inside the school.
Students will be assigned to a specific route and stop. Students may board and leave their bus only at the assigned stop and may be assigned to a specific seat on the bus by the nanny.

Travel Time

Parents/guardians should be prepared for changes in buses, routes, stops and times of pick- up throughout the school year that result from adding or dropping students in the program. Overall travel time will vary from route to route depending on school and student home locations.

Street Crossings

Please instruct your children NOT TO CROSS the street diagonally or behind the bus. Parents/guardians picking up and/or dropping off students at the bus stop should park safely away from the stop but on the same side of the street as the bus stop, to avoid the possibility of a student being hit by traffic whilst crossing the street.

Personal Articles

Students are not permitted to bring on the bus any articles that the driver or bus TA considers to be dangerous or that may cause injury. Plastic bags should not be used to carry personal belongings.

Lost Items

Parents/guardians or students can telephone the school about lost items. Neither the bus driver nor the school will be responsible for personal belongings left on the bus. Lost items are retained or safeguarded by the school for a limited time.

Unacceptable Behavior

When a student's misconduct is of a nature that does not jeopardize the safety or welfare of other students or interfere with the operation of a bus, counseling may be appropriate. Suspension is a possibility when a student's behavior could jeopardize other passengers or the safe operation of the bus, when repeated counseling fails to correct behavior, or when a student damages a bus. Parents/guardians will be notified of any disciplinary action taken, with the supervisor, counselor, Assistant Principal, or other relevant school leader involved as appropriate.

Security

The school is sensitive to the importance of security for the wellbeing and safety of all students and staff. The site is fenced and, as well as a 24-hour guard, has CCTV for monitoring the perimeter. During the school day, the only point of entry is through the Main Gate, where visitors must register and receive a visitor's badge. All school staff and volunteers have to have background checks before they are employed. There is a policy for emergency situations that may arise. Students are required to be familiar with fire and evacuation procedures, and these are practiced regularly.

Emergency Procedures We regularly practice safe emergency evacuation procedures to ensure the safety of our students and staff should there be an emergency.

These procedures are planned in accordance with the Civil Defense requirements.

Should there be an emergency at school parents will be notified using the phone numbers you have registered with the school. Please make sure that these are always kept up to date. If you need to update a phone number for your child please contact Reception.

During communicable illness times we also have a thorough DHA approved policy for isolating any suspected cases, however we ask that all parents follow our 'Staying Home if Unwell' Procedure for the safety of all students and staff.

Medical Information

To ensure the wellbeing of students, the school provides two full-time Nurses and a Doctor. The Nurse is responsible for giving first aid and caring for sick children. They maintain the accident forms and deal with any emergencies requiring medical help. In the event of your child's sudden illness or accident, every effort will be made to contact you or the emergency contact on your child's record. Please ensure all information is updated regularly as the school nurses together with senior management may have to take a decision to send a child to the nearest available clinic with a member of staff in an ambulance. Please refer to the Medical Information Booklet that you are required to fill in with Admissions. There are two clinics for consultations and health care. If a student needs bed rest or to be observed for a short period, there is a room for this. However, if his/her condition warrants different treatment parents are contacted and, if necessary, a transfer to hospital is arranged. If in the event that parents can't be contacted then the school nurses together with senior management may under certain emergency circumstances take the decision to call an ambulance and send a member of staff with the child to the nearest available clinic / hospital. Upon joining the school, all students are required by the Department of Health and Medical Services to have a medical check-up. Routine medical checks are also given to students upon school entry.

Medication

As a school we are required by the **Dubai Health Authority** to regulate all medication including prescription and non prescription medication. Medication should be limited to those required during school hours, which are necessary to maintain the student in school and those needed in the event of emergency.

Therefore in order to accept and administer medication to a student:

- We require a written order for prescription medication shall be obtained from the student's physician.
- The order should include: students name, date of birth, name of the medication, method of administering, frequency and time of administration, Diagnosis and signature of the physician.

- Medication must be brought to the school in the original container, labeled appropriately.
- Over- the- counter medication shall be brought in with the manufacturer's original label with the ingredients listed and the child's name affixed to the container.
- Parents/guardians should give the medicine to the school clinic and complete the medication slip with appropriate labels.
- Medicine should be stored as per manufacturer's instruction.

Students with **Diabetes Mellitus** should have a medical report that includes individual health care plan, meal plan and insulin dosage plan from their doctor and insulin is to be kept in the clinic with clear instructions.

Students with an **Allergy** should inform the nurse/doctor and keep necessary medicine in the clinic according to their severity.

Students with **Bronchial Asthma** should have an individual **emergency care plan** and an anti-asthma medicine in the clinic with proper instructions from the doctor.

Any students with chronic illness should have a medical report (Individual emergency health plan), ex.. Epilepsy, heart disease and ADHD as per DHA.

School administration/nurse is not responsible for any medicine which is sent to school without parent consent.

The school doctor will distribute it at the time needed according to the directions given by the parent. Medication will not be administered unless the school has been notified appropriately. It is the responsibility of the parents and the students to follow these instructions and notify the school accordingly.

Medical Records

The MAS Medical Information Pack must be completed and returned to the School Nurse. Families must keep emergency contacts and medical information current; each student's medical file includes required health and vaccination records.

Vaccinations

MAS follows Dubai Health Authority requirements for vaccination records. Parents must provide the child's original vaccination booklet or an updated copy for the school health file.

Vaccination details are recorded in the DHA Al Hosn/Al Hasana system as required, together with the student's Emirates ID information.

School vaccination opportunities may be offered during the year. Families may also vaccinate through their own physician and provide updated documentation to the school.

School vaccinations are administered only with the required original documentation and valid parental consent.

MAS follows current Dubai Health Authority vaccination requirements; families should refer to current DHA guidance for schedules and updates.

Medicine

If a doctor recommends that a student return to school while taking prescribed medication, the medicine must be given to the Nurse, clearly labeled with the student's name and accompanied by written instructions or the prescription. Medicines such as EpiPens, insulin and other medications requiring clinic storage must be clearly labeled. Students may carry only medication they are approved and confident to self-administer, such as an inhaler.

Appointments during School Hours

For medical or dental appointments during school hours, notify the Hall Supervisor in advance with the date and time. On return, provide evidence of the appointment (for example, a receipt, stamp, prescription copy or appointment confirmation). A formal medical certificate is generally required only when the absence exceeds two days.

Sick Leave

Keep children home when they are too unwell to participate comfortably or may spread an infectious illness. The following signs generally indicate that a child should remain at home:

- They have a fever of 37.8° C (99.8° F) or above (please take temperature before medication is given)
- They are vomiting
- They have diarrhea
- They suffer from frequent or persistent coughing
- They have persistent pain (ear, stomach, head, etc.)
- They have a widespread rash
- They have a "pink eye" (conjunctivitis)

Children with a raised temperature should rest at home. Children who become unwell during the school day should report to the School Clinic; children already ill at home should be assessed by their family doctor as appropriate.

Please ensure that your child is really able to cope with school before allowing her/him to return. If a course of medicine is prescribed please follow the guidelines in "Medicines in School". A doctor's note will be required if your child misses more than 2 consecutive days from school.

Illness or injury during the school day

If a student becomes sick or injured during the school day, the School Nurse will assess whether the student may return to class or should go home.

The school will contact parents and then the emergency contact if needed. Families must keep contact and medical information current and arrange prompt collection when the school advises that a child is unwell.

The Clinic can provide a short-term rest area while collection is arranged. A student with a raised temperature will not be sent home on a school bus.

Communicable or contagious illnesses are managed according to DHA requirements. Common examples include:

- Conjunctivitis (red eye),
- Chicken pox,
- Gastroenteritis (Diarrhea),
- Hand Foot Mouth Disease.
- Other conditions may also require exclusion depending on current DHA guidance.

Students with vomiting, diarrhea or another communicable illness should receive appropriate medical care and remain home for the required period. Medical clearance may be required before return. The School Clinic is not a referral or walk-in clinic for off-site injuries or recurring complaints; families should consult the student's treating physician.

In a critical emergency, the school will contact the parent/guardian and arrange hospital transfer when required, including by ambulance where appropriate, while continuing attempts to reach the family. Families must keep emergency contact and medical information up to date.

Allergies

It is important for you and your child to be aware of the increase in food allergies, the school does not allow nuts of any type in school and there is a **'No nut policy'** in place. In particular, it is important to educate the students not to share packed lunches where foods to which others may be allergic may be offered.

Responsibilities for Parents and Students

Personal Hygiene

Parents should ensure students are appropriately prepared for school in terms of personal hygiene. Students should be toileted just before boarding the bus. The ride to school may take quite a while and drivers are not permitted to stop.

Communicable Diseases

Students who have communicable diseases should not put other students in danger and usually should be kept off school and referred to a doctor. A student who has a communicable disease will not be eligible for transportation until the school receives certification from a medical doctor that proper precautions have been instituted to prevent the disease from spreading to other bus riders.

Playground Policies

Sun protection is very important in the UAE. Please ensure that all students have sunscreen and hats for the day. During the summer, if necessary, children will play indoors at break time.

Drinking plenty of water is important and water is freely available to students throughout the school. Please ensure your child has his/her water bottle that they can refill at any time of the day because we are in the process of saving plastic cups and making ours an environment friendly school.

Play Area Rules

All games and activities on the play areas are "open" participation and other students should not be excluded from play. All students are to cooperatively play with each other.

1. When going to or playing on the playground, always walk.
2. Show respect for others and follow instructions given by supervisors.
3. Stay out of classrooms and bathrooms unless you have permission or a pass.
4. No pushing, shoving, hitting, teasing, bullying or unkind words.
5. No running, playing tag or chase games on or around playground equipment.
6. Real or pretend fighting and rough play are not allowed.

Students are discouraged from bringing any toys or play material to school unless requested in writing by the teacher. We provide some footballs and basketballs for students to use.

Students may only use playground equipment designated for their grade level.

Students should walk and not run in shared walkways of the playground, taking care not to play or congregate around the canteen queue, water fountain points and any sets of steps.

*When the whistle sounds all students should immediately stop playing and return to their line-up area. *

Kindergarten Play Area Rules

- When going to or playing on the playground, **always walk.**
- **Show respect for others** and follow instructions given by supervisors.
- Stay out of classrooms and bathrooms unless you have permission or a pass.
- **No oversized clothing, hoodies or clothes with drawstrings are allowed on the playground. No jewelry.**
- **Be extra careful on climbing equipment and never touch anyone who is climbing. Wait your turn instead of trying to climb, too. Use both hands when climbing.**
- **Use equipment properly — slide feet-first, don't climb outside guardrails, no standing on swings, etc. Never climb up the front of slides.**
- **No pushing, shoving, hitting, teasing, bullying or unkind words.**
- **No running, playing tag or chase games on or around playground equipment.**
- **When you get on or off equipment, make sure there is no one in the way.**
- **If more than one person wants to use a piece of equipment, get in line and wait for your turn. Do not hold places or try to jump the line.**
- Real or pretend fighting and rough play are not allowed.
- Always follow the supervisors instructions while bike riding.

Substance Abuse

Mirdif American School is a smoke-free and drug-free zone. In Dubai, tobacco and alcohol purchase and consumption is strictly controlled. No tobacco or alcohol is permitted on the school premises for use by students or adults at any time. The use of any narcotics or illegal substances is against the law of the UAE and is strictly prohibited by MAS. This includes the use of electronic cigarettes / 'vaping'. Substance abuse of any kind will not be tolerated and the student risks being expelled from school. The school reserves the right to search student bags, cubbies and lockers, without prior notice, and to request random substance tests. The use of drugs, tobacco or alcohol on school premises by any student may be grounds for immediate and permanent dismissal.

Safety and Security Procedures

In order to ensure a secure learning environment, the school offers:

- Supervision of play areas at break and lunchtimes
- Regular practice of emergency procedures including fire drills
- High expectations of student behavior and self-discipline
- External CCTV monitors
- Staff to supervise arrival and departure times
- Trained bus drivers and bus supervision by a trained adult

Visitors to MAS

In the interests of security, all visitors are required to report to security and then reception. without the official parents' school ID badge will be requested to leave a picture ID (Emirates ID card) for example. All visitors are escorted to Reception by a member of the security team. Visitors must show I.D. at the gate, and be issued with a visitor's badge to wear. All Visitors must have a reason to visit campus. Strangers will be challenged by staff and/or the police may be called. All adults are required to wear visible I.D. badges at all times on campus. We discourage child visitors to the school as it disrupts the learning for other students. Any child who is not a member of the school community, including former students, will be treated like any other visitor and must report to the Security Gate and then Reception. They will be escorted on site at all times. We review any requests on a case-by-case basis. The school reserves the right to refuse admittance to any child that is not a student of the school. Any visiting past pupils of MAS should contact the Principals PA to arrange a meeting time.

Students who use buses will be issued with I.D. badges annually, however, are not required to wear them but should keep them safe and visible when riding the buses.

Parents and up to two helpers per family are eligible for badges. These badges will give access to the gate to collect students, but not permit entry inside the gate. Helpers who are collecting/ dropping off a KG student will be allowed access to the KG gate only.

On a regular school day, no adult should be on campus without a clearly displayed badge. In the interests of safety, it is the duty of all staff to approach and question any adult not wearing an I.D badge.

If someone does have a badge but does not seem to have a reason to be on campus or in a particular area of campus, that person will also be questioned.

We ask that parents understand and assist with these protocols. The security office should be informed of any suspicious activity.

Students Leaving MAS Early

Mirdif American School is a closed campus. This means students may not leave campus for any reason without the prior approval of a parent or guardian. Occasionally a parent may wish to take their child out for a medical appointment; again, the school must receive the request in advance in writing. Students going home because they are sick will receive a special pass from the school nurse. Parents who arrive to pick-up their child(ren) must wait in reception, or at the Main Gate. The student

will be located by a staff member and brought to the reception/ Main Gate. Parents are not allowed to go looking for their child(ren) at any time. Parents dropping off forgotten/left items from home must have the item clearly identified with the student's name and homeroom teacher attached to the item. The item will be delivered at the first opportunity; however, lost items are not the responsibility of the school.

Parental Absence

If parents are due to be away from home, the school must be informed in writing in the interests of student safety and security. The name of the adult assuming responsibility for the child's welfare must be given to the school, along with all the contact details. This policy is inclusive of all students no matter the age.

Food

Food is available at school through our canteen and any concerns about the school catering should be addressed to the Parent Liaison. The philosophy of the school is to teach healthy eating habits and therefore the availability of such things as fried foods and fizzy drinks are unavailable. Salads and fresh fruit are available in the cafeteria every day. Fruit juices, milk and water are the main drinks permitted in the canteen. As part of our understanding about how children learn best, students are encouraged to drink plenty of water both during and outside lesson times. In lesson time, a bottle of water may be kept on a student's desk and drunk from freely, outside lesson time water dispensers are available. Healthy snacks are also encouraged. Again, nuts are strictly forbidden on the campus. At no time may a student order food to be delivered from off campus during school hours.

Allergies Some MAS students suffer from a variety of allergies, please ensure any lunch boxes or snack food or food brought in for events, does not contain nuts of any type or beans of any type.

Healthy Lunches Please make sure children eat breakfast at home every morning Students will need to bring snacks and water to school **daily.** We encourage you to provide snacks that are low in fat and sugar. Balanced, nutritious snacks can help children maintain energy and lengthen their attention span throughout the day as well as provide fuel for growth and development. Below are some suggestions of healthy snacks to supply your child on a daily basis:

- Fruits- apples, bananas, oranges, strawberries, grapes (sliced)
- Dried Fruits- raisins, apricot strips and mango strips
- Vegetables- cucumber sticks, carrot sticks, sliced capsicums, cherry tomatoes
- Cheese, yogurts, rice cakes, crackers, *Sunbites* style baked chips
- Sandwiches: Cheese sandwich, egg sandwich, chicken and mayo sandwich, zaatar sandwich

Popcorn, candy and chocolate are strictly prohibited at school, unless we have a celebration!

Kindergarten

1. We will make an outdoor play roster to allow students the opportunity to eat for 20 minutes and play outdoors for 20 minutes, meaning schedules will be remodeled
2. Outdoor area to be cleaned after each group.
3. Students will line up to wash their hands before they eat and after they use the playground area
4. Kindergarten students will be brought to the canteen in an orderly manner (supervised by TA) with a Rota in place from the canteen personnel to avoid overcrowding
5. Classrooms furniture will be cleaned and sanitized after the students have finished their lunch

Grade 1 to Grade 2:

1. We divide the break into 2 groups; 1st grade will eat while grade 2 is playing.
2. Students put aside their books and laptops and get ready for break.
3. The grade 1 students will go to the canteen escorted with their teacher assistants with a Rota in place to avoid overcrowding the canteen.

4. After getting their food they will return to class. They have 20 minutes to eat then after they will line up to go play outside.
5. Meanwhile the cleaners will clean the table after students finish eating, change the garbage bin and open the window for a few minutes.
6. All the outdoor materials will be cleaned after each group
7. **Students will play in a designated area for their group and will remain in bubbles as much as possible to limit cross contamination**

Grade 3 to Grade 11:

1. **Students get their lunch box and line up to go to break.**
2. Grades 3 to 6 will sit in their designated area to eat where they will play as well.
3. If they need to buy from the canteen, a rotation should be put in place to avoid overcrowding the canteen.
4. Students are advised to use a fork and spoon while eating, never use their hands and no sharing of food items between them.
5. While eating, students are advised to sit down and not to move or run around.
6. Students are advised to clean up after finishing eating. Hands should be sanitized and all items placed in the correct trash bins.
7. **Students will have the opportunity to play by class in a designated area following a schedule for rotation.**
8. Supervisors on duty whistle so students line up and wait for their teachers to come and collect them to return to their classes. Safe distancing is maintained at all times.

Birthday Parties

Your child's birthday is a special occasion, one which many of you like to celebrate in school with your child's classmates and teachers.

Kindly note any celebration must be arranged and approved by the administration by informing your child's Hall Supervisor at least 2 working days prior to the birthday date.

Celebrations must abide by the following guidelines:

1. Cupcakes and juices are allowed (no big cakes)
2. Parents are not allowed in the classroom during the celebrations.
3. The celebration is limited to 15 minutes, which takes place during break time
4. Photos, balloons and special decorations are not permitted.
5. Students must come wearing the school uniform.

School Supplies Pre-k – Grade 11

Textbooks and some school supplies (e.g. notebooks and folders) are included in tuition. Students are expected to supply personal items such as pens, pencils and pencil cases as outlined on their grade's supply list. Teachers may occasionally require students to bring special supplies for specific projects. These supplies will be requested through your child's class Seesaw or in the Weekly Plan.

Laptops and Student Devices 2026-2027

Current minimum device specifications and technical support contacts are issued by the school before the start of the academic year.

We do suggest that all laptops should have a physical keyboard, and the battery needs to last 4 hours (we have some charging capacity in classrooms, but not for all students at the same time). Anti-virus software should be installed and up-to-date.

iPads and other tablets are not suitable for Elementary, Middle School, and High School students, even if they have a keyboard, as we regularly use software and apps that do not work well on them.

Please make sure that your laptop, charger, and headphones are clearly labeled with your child's name.

Physical and Health Education Students must have appropriate athletic shoes for physical education. Students must also wear an MAS PE shirt.

Your child will be expected to have these materials by the end of the first week of school. Please direct specific questions about materials to your child's classroom teacher in August.

For students in our Elementary, Middle School, and High School Sections:

Note: We request that you label all items with your child's name.

Backpacks/School Bags Space is limited, and we would like to advise parents to buy practically sized backpacks. No extra-large or wheeled types of bags, please.

Grade 1-3 Supply List

- 1 water bottle
- Sport shoes/clothes on PE days
- Headphones
- A pencil case which contains:
- A full pack of pencils for writing
- A full pack pencils for coloring
- A pencil sharpener
- 2 erasers
- 4 pens with purple ink
- 4 Glue sticks
- 2 packets of "Washable Whiteboard Markers"
- 1 Pair of small scissors (grace 3 onwards)
- A pack of highlighter pens (grade 3 onwards)

These supplies should be kept replenished throughout the school year.

Grades 4-11 Supply List

- 1 water bottle
- Headphones
- Basic calculator - please label this as it will travel between school and home
- Sport shoes/clothes on PE days
- A pencil case which contains:
- A full pack of pencils for writing
- A full pack pencils for coloring
- A pencil sharpener
- 2 Sets of Pens (blue x 2, black x 2, red x 2 & green x 2)
- 4 pens with purple ink
- 1 ruler
- 2 erasers
- A pack of highlighter pens
- 4 Glue sticks

- 2 packets of “Washable Whiteboard Markers”
- 1 Pair of small scissors
- 1 compass & protractor set

These supplies should be kept replenished throughout the school year.

KG Supply List We have had many questions regarding school supplies for the upcoming school year. Please see the list below of items we require. Due to health and safety purposes these supplies will be kept in your child’s tray and only our child will be allowed to use these items. Items will be sanitized at the end of each day. Please ensure that your child brings the following items to school labeled

- 6x Play dough pots (your child will be given one pot at a time)
- A pack of Writing Pencils
- A pack of coloring pencils
- Coloring Markers
- Erasers (minimum 2)
- Hand Sanitizer (minimum 2 small tubes, more may be requested)
- Wet Wipes (minimum 2 packets, more may be requested)
- Spare Clothes (must be labeled)
- One large t-shirt for Arts and Crafts or Apron
- Glue Sticks (minimum 3)

KG parents are requested to ensure that their child(ren) brings a **CHARGED** iPad **(recommended)** or tablet to school every day which will be sanitized before and after usage. Each iPad/Tablet **must have a safety cover and glass protector** on it as the school cannot be held responsible in the event an item is damaged. Please see the "**Recommended** iPad Configuration for KG Students" from our IT Department

Families should follow the current device specifications issued by the school.

Current minimum device specifications and technical support contacts are issued by the school before the start of the academic year.

Facilities and Cleaning

The facilities are managed by our Facilities Manager. The school teaches students respect for their environment and seeks support from the parents in reinforcing this message. Students spend a large amount of their waking hours and no one wants to spend their time in a dirty or damaged environment. The expectation is that all members of the school community will be proud of their facilities and happy to maintain its high standards. The CCTV at Mirdif American School will be used to identify any individual who damages the school. There are full-time members of staff on the premises all day to keep a check on lavatories, clean up spills and keep the premises safe and healthy for the students. Students are requested to respect the cleaning staff by clearing up their own mess and keeping their classrooms clear of rubbish and clutter. They are also responsible for keeping their cubbies and lockers in a clean and tidy condition.

Celebrating Diversity

Celebrating Diversity is making the most of what an International Education at the Mirdif American School has to offer, creatively and culturally, to appreciate diverse cultures and to challenge prejudice and discrimination in innovative ways. Our students, staff and parents are expected to join forces to help understand and celebrate diversity. Some ways in which this can be achieved is by:

- Supporting International Day
- Spotlighting ways in which different groups enrich community life

- Improving public awareness of the impacts of prejudice
- Encouraging positive changes in people's perceptions and practices

Courtesy

At MAS we always respect one another. Students, parents and staff are expected to greet each other "Good Morning/ Afternoon', "How are you?" etc. People walk on the right in corridors and on the stairs. Doors are held open for others and students are expected to allow adults to go through doorways first. Movement between lessons is done quietly, with regard to other students who may still be in class. New students are appointed buddies as they arrive to start school. The buddies are responsible for orienting the new students e.g. showing them where the lavatories are located, procedures for break times and the canteen. They also help students to quickly make the transition into their new school life. Students are addressed by their first name by staff and address staff as Mr./Ms./Mrs./Dr./ and their first name, e.g. Ms. Fatima or Mr. John. Parents, please show the security and cleaning staff the same respect that you would show anyone else. They serve our school with pride and take care of our children's safety and clean school environment.