



**UAS HIGH SCHOOL
PARENT STUDENT
HANDBOOK
2018/2019**

CONTENTS

SECTION 1.0: GENERAL INFORMATION	01
SCHOOL ADDRESS/ COMMUNICATIONS	02
EXECUTIVE SCHOOL ADMINISTRATION-CAIRO	03
DUBAI ADMINISTRATION AT UAS 4	03
SCHOOL ADMINISTRATION 4	04
HIGH SCHOOL- STAFF LIST 5	05
COORDINATORS- HIGH SCHOOL CURRICULUM	06
LEADERS- GRADE LEVEL COORDINATORS 7	
UAS CALENDAR 2017-2018 8	07
UAS MISSION, PHILOSOPHY AND BELIEF	08
STATEMENTS 9	09
HIGH SCHOOL VALUES 10	10
SECTION 2: ACADEMICS	
Guidelines to Report Cards	
Late/Non Submission of Assignments	
Homework Policy	
Special Education Needs (SEN) & English	11
Language Learners (ELL)	
Islamic Studies	
SECTION 3: STUDENT BEHAVIOR	12
Student Behavior Plan	
Student Tardy Policy	
Common Area Behavior Expectation	
School Code of Conduct & Discipline	13
Discipline Regulations & Procedures	
School Rules	14
Students Leaving Campus	15
School Bus Behavior Code	16
UAS Middle School Dress Code Policy	18
UAS Middle School Acceptable Use Practices	19
IT Help Desk	20
SECTION 4: STUDENT ACTIVITIES	
After School Activities Program	
UAS Scorpion Athletics Overview	

SECTION 1: GENERAL INFORMATION

School Address/Communications	01
School Administration	02
High School Faculty Staff List	03
UAS Calendar 2018 - 2019	04
UAS Mission, Philosophy & Belief Statements	05
High School Expectations & Procedures	06

Universal American School, Dubai, reflects the diversity of the community it serves. Students from more than 70 countries bring into the school many languages, cultures, and educational expectations. This handbook is intended to inform parents and students about how the UAS Middle School operates.

ADDRESS & COMMUNICATIONS

UNIVERSAL AMERICAN SCHOOL

Address: PO Box 79133, Al Badia, Dubai Festival City, Dubai, UAE

Website: www.uasdubai.ae

Telephone: +971 4 232 5222

Fax: +971 4 232 5545

E-mail: info@uasdubai.ae

School Office Administration Hours: 7.30 am - 4.00 pm Sunday - Thursday

SCHOOL ADMINISTRATION

School Director	Mr. Ole Bernard Sealey	osealey@uasdubai.ae
Deputy Director	Mr. David Dorn	ddorn@uasdubai.ae
Executive Assistant to Director / Personnel Officer	Mrs. Kinda Taj-Eldin	ktajeldin@uasdubai.ae
Timetabling Officer	Mr. Shabeer Khan	skhan@uasdubai.ae
Athletics Director	Mr. Robert Calandra	rcalandra@uasdubai.ae
Week Without Walls and After School Activities Coordinator	Ms. Sarah Ghanem	sghanem@uasdubai.ae
Business Manager	Mr. Humayun Ghias	hghias@uasdubai.ae
Assistant Business Manager	Mr. Ayman Hamouda	ahamouda@uasdubai.ae
Director of Admissions	Ms. Hania Kabbara	hkabbara@uasdubai.ae
KHDA / Admissions	Ms. Dona Belot	dbelot@uasdubai.ae
Attendance Secretary	Mrs. Rozalia Khouzam	attendance@uasdubai.ae
Receptionist	Ms. Hala Damaj-Chaar	reception@uasdubai.ae
IT Manager	Mr. Mobeen Anwar	manwar@uasdubai.ae
IT Network Engineer	Mr. Raffik Basha	helpdesk@uasdubai.ae
IT Application Developer	Mr. Mohamad Salman	helpdesk@uasdubai.ae
IT Support Engineer	Mr. Alex Munsayac	helpdesk@uasdubai.ae
IT Helpdesk	Mr. Lance Justin Garcia	helpdesk@uasdubai.ae
Financial Controller	Mr. Venkat Seeni Naicker	vsnaicker@uasdubai.ae
Senior Accountant	Mr. Jose Devassy	jdevassy@uasdubai.ae
Accountant	Mr. Jabbar Thalayillath	accounts@uasdubai.ae
Transportation Coordinator	Mr. Louie Legaspi	llegaspi@uasdubai.ae
Store & Uniform Keeper	Mr. Rommel Doroteo	store@uasdubai.ae
Social Media Coordinator	Mr. Joseph DeGuzman	jdeguzman@uasdubai.ae
Communications Coordinator	Ms. Candice Chidiac	cchidiac1@uasdubai.ae
Security	Mr. Vijay Chandra-Jyothi	security@uasdubai.ae
School Doctor	Dr. Amna Butt	abutt@uasdubai.ae
School Nurse	Ms. Hera Caresusa	clinic@uasdubai.ae
School Nurse	Ms. Monette Evangelista	clinic@uasdubai.ae

HIGH SCHOOL ADMINISTRATION

High School Principal	Mr. Kyle Coppes	kcoppes@uasdubai.ae
High School Assistant Principal	Mr. Brian McManus	bmcmanus@uasdubai.ae
High School Assistant	Ms. Rasha Kanan	rkanan@uasdubai.ae
IBDP Coordinator	Ms. Tracey Cummins	tcummins@uasdubai.ae
Dean of Students	Ms. Briana Hall	bhall@uasdubai.ae
Director of College Counseling	Ms. Carolina Barajas	cbarajas@uasdubai.ae
College Counselor	Ms. Whitney-Amanda Horsham	wahorsham@uasdubai.ae
High School Administrative Assistant	Ms. Roda Legaspi	rlegaspi@uasdubai.ae
Counselor (Grades 9 - 10)	Mr. Joseph Pomainville	jpomainville@uasdubai.ae
Counselor (Grades 11 - 12)	Ms. Kathryn Archbold	karchbold@uasdubai.ae

HIGH SCHOOL FACULTY/STAFF LIST

Librarian	Ms. Rhonda Lesperance	rlesperance@uasdubai.ae
Assistant Librarian	Mr. Marvin Manio Tomaque	mtomaque@uasdubai.ae
Learning Support & EAL	Ms. Sophia Cox	scox@uasdubai.ae
Learning Support	Ms. Shannon Ferguson	sferguson@uasdubai.ae
LSC Learning Assistant	Mr. Nathan Emong	nemong@uasdubai.ae
ITGS/MUN/Humanities	Mr. Jamie Waldo	jwaldo@uasdubai.ae
Technology Coach/Media & Design	Mr. David Jackson	djackson@uasdubai.ae
Music	Mr. Ronald Malanga	rmalanga@uasdubai.ae
Theater Arts	Ms. Victoria Williams	vwilliams@uasdubai.ae
Art	Mr. Aaron Cantu	acantu@uasdubai.ae
Physical Education	Ms. Asha Burton	aburton@uasdubai.ae
Physical Education	Mr. Drew Currie	dcurrie@uasdubai.ae
Physical Education/Sport Science	Mr. Jace Ferguson	jferguson@uasdubai.ae
Islamic Studies	Ms. Ebtessam Al Ma'aiteh	ealmaaiteh@uasdubai.ae
Islamic Studies	Mr. Abdulkafi Kamch	akamch@uasdubai.ae
Islamic Studies	Mr. Ayman Fayez	afayez@uasdubai.ae
Islamic Studies	Ms. Areej Abida	aabida@uasdubai.ae
Arabic/AFL	Mr. Osama Alseidy	oalseidy@uasdubai.ae
Arabic/AFL	Ms. Maram Juma	mjuma@uasdubai.ae
Arabic	Ms. Rasha Mahmoud	rmahmoud@uasdubai.ae
Arabic/AFL	Mr. Alaa Farhat	afarhat@uasdubai.ae
Arabic	Ms. Razan Hendawi	rhendawi@uasdubai.ae
Spanish	Ms. Olga Hontoria	ohontoria@uasdubai.ae
Spanish	Ms. Brisa Rings	brings@uasdubai.ae
French/CAS Coordinator	Ms. Emily Ray	eray@uasdubai.ae
French	Ms. Kimberly Steminskie	ksteminskie@uasdubai.ae
French	Ms. Helene Merlet	hmerlet@uasdubai.ae
English	Ms. Lisa Scheirer	lscheirer@uasdubai.ae
English	Ms. Margaret Raleigh	mraleigh@uasdubai.ae
English	Mr. Jarret Dodge	jdodge@uasdubai.ae
English	Ms. Susan Price	sprice@uasdubai.ae
Math	Ms. Amanda Mathis	amathis@uasdubai.ae
Math	Mr. Pudge Brennan	pbrennan@uasdubai.ae
Math	Ms. Traci Whalen	twhalen@uasdubai.ae
Chemistry	Ms. Belinda Weweje	bweweje@uasdubai.ae
Chemistry	Ms. Bharti Waswani	bwaswani@uasdubai.ae
Biology	Ms. Shreebanu Kalyanakrishnan	skalyankrishnan@uasdubai.ae
Biology	Ms. Kamila Shakarchi	kshakarchi@uasdubai.ae
Physics	Mr. Christian Momah	cmomah@uasdubai.ae
Environmental Science	Ms. Rachel Kalish	rkalish@uasdubai.ae
Lab Technician	Ms. Kala Jyothi	jjyothi@uasdubai.ae
TOK/Economics	Mr. Robert Haag	rhaag@uasdubai.ae
Geography/Humanities	Mr. Drew Thomas	dthomas@uasdubai.ae
Business/TOK Coordinator	Mr. Hal Ott	hott@uasdubai.ae
Business/Economics	Mr. Gregory Kenny	gkenny@uasdubai.ae
Business/Humanities/TOK	Mr. Bernard Murray II	bmurray@uasdubai.ae
Humanities/EE Coordinator	Ms. Arielle David-Featherstone	afeatherstone@uasdubai.ae
Business	Ms. Vicki Guest	vguest@uasdubai.ae



المدرسة العالمية الأمريكية UNIVERSAL AMERICAN SCHOOL

SCHOOL CALENDAR FOR THE ACADEMIC YEAR – 2018-2019

AUGUST '18						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Aug. 8-10 - New faculty arrive
 Aug.12-19 - New faculty orient.
 Aug. 19 - CL's and TL's Meeting
 Aug. 20-23 - Eid al-Adha holiday*
 Aug. 26 - 1st day returning faculty

FEBRUARY '19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Feb. 3-7 - MS Week Without Walls
 Feb. 10 - PD Day- No school for students
 Feb. 17-21 - HS Week Without Walls
 Feb. 24 - Mar 7- IB Mock exams
 Feb. 24 - PD Day- No school for students

SEPTEMBER '18						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Sept 2 - First day for grades 11-12 and ES/MS new student orientation and EC student orientation
 Sept 3 - HS new student orientation
 Sept 4 - 1st Full day for grades 1-10
 Sept 9 - 1st Full day for PreK, KG1 and KG2
 Sept 13 - Islamic New Year Holiday- No School (Confirmed)
 Sept. 17 MS Back to School Night
 Sept.19 ES Back to School Night
 Sept. 24 HS Back to School Night

MARCH '19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Mar. 2 - International Day (TBC)
 Mar. 10-11 - Student Led Conferences
 Mar. 17 - ES Trimester 2 Ends
 Mar. 28 - Last day before Spring Break- Half day of School
 Mar. 31-Apr.13 - Spring Break

OCTOBER '18						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Oct. 21-25 - PD Days – No school for students.

APRIL '19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Apr. 14 - Classes resume
 Apr. 21 - PD Day – No Students
 Apr. 23 - Last Day Gr.12

NOVEMBER '18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Nov. 3 - UAE Flag Day
 Nov. 14-15 - Student/Parent conferences
 Nov. 18 - Prophet's birthday (Confirmed)
 Nov. 28 - ES Trimester 1 Ends
 Nov. 30 - UAE Commemoration Day

MAY '19						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 3 - IB exams begin (TBC)
 May 5 - Ramadan Starts* (TBC by KHDA)
 May 28-June 20 - Exams for Grades 9-11 (TBC)

DECEMBER '18						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 2-3 - UAE National Day - No School for students (Confirmed)
 December 13 - Last day before Winter Break- Half day of School
 Dec 16-Jan. 5 - Winter Break

JUNE '19						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 6 - Eid Al Fitr(TBC by KHDA)
 June 18 - Last Day of School for PreK/KG1
 June 27 - Last Day of regular Classes - Half day for students
 June 27 - Last working day for teachers

JANUARY '19						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jan. 6 - Classes resume
 Jan. 31 - End of Semester 1 for HS/MS

JULY '19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

WEEKENDS
SCHOOL DAYS
SCHOOL HOLIDAYS
NATIONAL/ISLAMIC HOLIDAYS*
PARENT CONFERENCES/TEACHER WORK DAYS
TEACHER PROFESSIONAL DEVELOPMENT
Early Release Day

Version as of November 12, 2018



OUR MISSION

AT UNIVERSAL AMERICAN SCHOOL WE PROVIDE A

CHALLENGING

INQUIRY-BASED AMERICAN AND INTERNATIONAL EDUCATION

THAT **EMPOWERS** STUDENTS TO BE

CARING INDIVIDUALS

CRITICAL THINKERS

RESPONSIBLE GLOBAL CITIZENS

OUR BELIEFS

WE BELIEVE THE UNIVERSAL AMERICAN SCHOOL
COMMUNITY SHOULD:

- Challenge themselves academically, artistically and athletically
- Think and act critically, creatively and independently
- Communicate proficiently in English and at least one other language
- Be internationally-minded leaders who participate in local and international projects that better humanity and contribute to a sustainable and peaceful world
- Conduct themselves in a principled manner
- Enjoy positive self-esteem and a healthy lifestyle

HIGH SCHOOL EXPECTATIONS & PROCEDURES

At Universal American School, we believe the senior students should serve as role models for younger students to look up to. We want UAS Graduates to have a clear sense of who they are and what they believe. In addition to embodying the important characteristics of the IB Learner Profile, UAS Graduates will carry themselves with dignity and act with integrity. We aspire to have each student become the best possible version of who they already are; this means that in any scenario, a UAS student can identify what their Personal Best is and develop and articulate a plan to achieve it. These traits will help them to be successful in education and in life.

The high school has identified the following expectations that guides our work as a division:

- Be Respectful
- Be Kind
- Be Engaged

The high school has identified the following procedures that guides our work as a division:

Procedures:

- We will consistently be on time.
- We will greet each other at the classroom entrance prior to the start of class.
- We will ensure that all learning spaces are neat and clean throughout the day.

During Break

- ◆ Students can occupy classrooms on the 2nd floor.
- ◆ The classroom door needs to be open.
- ◆ No food is allowed in the hallways of the high school.
- ◆ Teachers will be at their classroom door 5 minutes prior to the late bell to welcome students to class

Lunch

- ◆ Students can occupy classrooms on the 2nd floor.
- ◆ The classroom door needs to be open.
- ◆ No food is allowed in the hallways of the high school.
- ◆ Teachers will be at their classroom door 5 minutes prior to the late bell to welcome students to class

Special Schedule

- ◆ Students will return to their 5th period classroom by 2:00
- ◆ 5th period teachers will escort their students to the location of the special event.
- ◆ For events in the MPH, students will sit according to their grade level: 12th in front with subsequent grades sitting behind each other (12th, 11th, 10th, and 9th at the top of the bleachers)
- ◆ Counselors, ELL and LS teachers will position themselves in the corridors on either side of the bleachers.
- ◆ Students will be released from the MPH at 3:10
- ◆ Site specific procedures will be crafted as needed i.e. events in the gym or on the field.

SECTION 2: ACADEMICS

General Information	09
Middle School Assessment Framework	10
UAS Middle School Rubric	11
UAS Middle School Homework Policy	12

GENERAL INFORMATION

Drop and add classes in high school:

Grade 9-10 students may drop or add a course only during the first month of the first semester. Forms are available in the counselor's office to ensure that students and teachers are communicating clearly regarding necessary changes. Students must seek the advice of the counselor before altering their program of studies. Exceptions may be made only in the event that the counselor, teacher and Principal agree that it would be in the best interest of the student to drop the class.

For grade 11-12 students see the IB section of the handbook for the policy on course changes.

Standardized testing

The school will schedule the following testing:

- Grade 9: MAP testing in Language Usage, Reading, Mathematics and Science (3 times per year) Grade 10:MAP testing in Language Usage, Reading, mathematics and Science. (3 times per year) Grade 10: CAT 4 testing
- Grade 10: PSAT10

Students must sit SAT and TOEFL tests to obtain equivalency from the KHDA if they are non IB Diploma students.

EmSAT

The Ministry of Education has announced the launch of the Emirates Standardized Test (EmSAT). EmSAT is a national system of standardized computer-based tests, based on national standards in the United Arab Emirates, in helping it achieve its 2021 Vision goals in education and assessment.

EmSAT is compulsory for Grade 12 Emirati students in government and private schools. EmSAT is also compulsory for Emirati and non-Emirati students if they would like to continue their studies in a government or private university in the UAE.

To register for the EmSAT, the student must bring his/her Emirates ID card to Ms. Donna Belot in the UAS Admissions Office. After the initial registration, the student will receive a link to activate their account so that he/she can register for the required tests through the EmSAT Portal. For more information regarding the EmSAT, please visit the MOE EmSAT website.

GRADING AND REPORTING

Students and parents have access to their gradebook. Grades should be entered in the gradebook within one calendar week after the work is submitted for grades 9 and 10, and two calendar weeks for all IB courses.

Report cards will be written four times per academic year as follows:

- Quarter 1 grades will published on November 14th
- Semester 1 ends on January 31st and report cards are published on February 13.
- Quarter 3 ends March 28th and report cards are published on April 18th.
- Semester 2 ends on May 23rd and report cards will be published on June 26th

Assessment/Grading policy:

- Only “Summative” Assessments (assessment that show what the student has learned) can count towards students’ grade. Generally these are tests, papers, reports, presentations, exams etc.
- “Formative” Assessments (assessments that assess how the student is learning) such class work, homework, short quizzes, evaluated by the teacher must be returned for the student for/with feedback.
- All grades must be recorded in the teacher’s gradebook.
- If a student is absent and misses a due date or test, the student has the right to make up the missed work.
 - UAS’s Late Work policy will be adhered to in such cases (see Page 19)
 - Parents must submit a doctors note for any assessments missed due to illness.
- UAS school policy does not permit a student’s grade to be altered because of good or bad behavior.
- Grades must reflect the student’s academic achievement.
- The Essential Agreements for assessment must be followed by all teachers (see below)
- Assessment is an ongoing process at UAS.
- Formative assessment provides specific information for students to use to improve learning skills.and strategies. Formative assessment should be used for feedback and not contribute to a final grade.
- Summative assessment provides a snapshot of attainment at a specific point of time for a specific body of knowledge, set of skills or concept. Summative assessments measure what has been learned and do contribute to final grades.
- The GPA is calculated using grades from the latest reporting period for each subject. Some subjects are weighted differently depending on the time allocated to the subject within the schedule.

The UAS essential agreements on assessment

CLARITY	There will be no mystery for students. Students know what will be assessed, how they will be assessed, and when the assessment will take place.
CONSISTENCY	To avoid teacher-dependent assessment that is subjective the use of descriptors and other qualitative assessment strategies will be used to the extent possible.
TRANSPARENCY	Grades awarded to students will be related to descriptors, rubrics and other tangible and qualitative assessment strategies, easily understood by teachers, parents and students.
FORMATIVE	Teachers will use formative feedback in many forms to generate “com-mas” in student learning that provide information and reflective pauses necessary for further learning.
SUMMATIVE	Teachers will use various summative assessment strategies to determine how well students have understood concepts and complex issues.
MODERATION	Teachers will frequently check each others’ assessments to ensure consistency in the use of various assessment strategies. The process of moderation will be a regular feature of assessment at UAS.
PLANNED	Teachers have committed to the use of a timetable of assessments in each grade level to avoid student assessment conflict and overload.
DEMONSTRATED UNDERSTANDING	Teachers will use many different forms of assessment to ensure all students have opportunities to demonstrate their understanding and learning regardless of their particular learning style and learning needs
REPORTED	Teachers will use many different forms of assessment to ensure all students have opportunities to demonstrate their understanding and learning regardless of their particular learning style and learning needs

IB grading conversion scale (to be used for Grades 9 and 10)

IB GRADE	LETTER GRADE.	4.0 SCALE FOR MOST COURSES	4.0 SCALE FOR IB DP HL
7	A to A+	4.0	4.25
6 High	A-	3.7	3.95
6 Low	B+	3.3	3.55
5 High	B	3.0	3.25
5 Low	B-	2.7	2.95
4 High	C+	2.3	2.55
4 Mid	C	2.0	2.25
4 (Low)	C-	1.7	1.95
3	D to D+	1.3	1.5
2	D-	0.5	.75
1	F	0	0

GPA for Grades 11 & 12 (classes of 2019 and 2020)

IB GRADE	GPA Standard Level Clas	GPA Higher Level Class
7	4.3	4.6
6	3.8	4.1
5	3.3	3.6
4	2.8	3.1
3	2.3	2.6
2	1.8	2.1
1	0	0

Reporting

Teachers will communicate student's progress with parents through a variety of means. Teachers will communicate with parents should a student have a current grade of "3" or less. Communication may be through a documents phone call, a conference, or an email exchange.

Communication with parents should be at the time that the grade is determined to be a "3" or less. No grades of 1 or 2 may be placed on a student's report card unless the teacher has had a personal conference, had a documented telephone call, had an email exchange with, or sent a progress report to the student's parents during the quarter explaining to the parents that the student is at risk of failing.

ACADEMIC AWARDS

END OF QUARTER AWARDS

At the end of each quarter awards will be given to students who attain the following GPA for the 2018-19 School Year:

Grades 9 & 10	Grades 11 & 12
Honors – GPA of 3.0-3.2 High Honors – GPA of 3.3-3.5 Principal's Award – GPA above 3.6	Honors – GPA of 3.2-3.4 High Honors – GPA of 3.5-3.7 Principal's Award – GPA above 3.8

END OF YEAR AWARDS:

The following criteria will be used to determine the annual award winners for the High School. Awards will be finalized by an Awards Committee representing a range of sectors within the school.

SUBJECT AWARDS

Subject Awards are allocated as follows:

- 1 x "Best Academic Achievement" award per course, in each grade: eg English A1, English A2, English B etc (recognizing the highest grade)
- 4 x "Quality Achievement Award" award per faculty area for each grade eg English, The Arts,

Arabic and Islamic Studies, Science etc (recognizing conduct, determined effort and maximizing potential)

SPECIAL AWARDS

Grades 9-11

Principal's Leadership Award will be given to one student, chosen from grade 7-11 who has done the most to strengthen the school through his/her leadership. (Extracurricular Activities, attitude, behavior, personal leadership, student leadership, GPA must be at minimum 3.0)

Harvard Book Prize (grade 11 only): The Book Prize is awarded to an outstanding student who is academically excellent, with exceptional personal qualities and who makes a significant contribution to school or community.

Grade 12

Superintendent's Leadership Award will be given to one graduating senior who has done the most to strengthen the school through his/her leadership. (Extra curricular Activities, attitude, behavior, personal leadership, student leadership, GPA >3.0)

Director's Award will be given to one graduating student, who is highly active and motivated, working to full capacity to achieve the best possible results. The student displays depth of character, persistence in effort and gracious recognition and support of fellow students, thus contributing through his or her example to the quality of life at UAS.

UAS Award For International Understanding will be awarded to the student in grade 12 who has by example shown that he/she is internationally minded, respects the validity of perspectives he/she may not agree with and commits himself/herself to the pursuit of humanitarian values, peace and sustainability in all of its forms.

Student Athlete Award is Awarded to the student in grades 11/12 who has represented UAS in at least two Varsity Sports and has the highest GPA of those students eligible for the award including an exemplary record in terms of attitude, conduct and citizenship.

VALEDICTORIAN AND SALUTATORIAN

The **valedictorian** shall be the grade 12 student with the highest grade point average who is academically and behaviorally in good standing at UAS and who has been enrolled fulltime at UAS for four (4) consecutive semesters by the graduation date.

The **salutarian** shall be the grade 12 student with the second highest grade point average who is academically and behaviorally in good standing at UAS and who has been enrolled fulltime at UAS for four (4) consecutive semesters by the graduation date.

The valedictorian and salutarian shall be identified by considering the latest and most complete grades of the grade twelve year.

PROMOTION TO THE NEXT GRADE LEVEL

⇒ Students at each grade level grades are expected to demonstrate that they are on track for success in the following grade by achieving grades of 3 or better in all subjects. A student who earns a grade of 1 or 2 in any subject will initiate the credit recovery process:

- A student who earns a 1 or 2 must take and pass an approved summer course in order to be promoted to the next grade level. UAS recommends working with iCademy.
- If a student successfully completes the requirements of the credit recovery course, he/she will earn credit for that course on their UAS transcript.
- If a student does not successfully recover credit from a failed course, he/she will not receive credit on the UAS transcript.
- A student will not be promoted to the next grade level if after the credit recovery process the student has earned a grade of 1 or 2 in more than one full credit course.

⇒ A student on academic and/or behavioral probation must fulfill the requirements of the documented probationary terms to be promoted to the next grade level.

⇒ All students must earn at least a 2 in Arabic/AFL and Islamic Studies to be promoted to the next grade level. This is a requirement of the Ministry of Education.

NOTE: In grades 9-12 the ELL / Learning Support Specialist and Counselors confer with the Principal in determining the promotion of students who require support in their learning. Promotion is assured when students demonstrate the English language proficiency, attitude, behavior and commitment needed to be successful learners.

GRADUATION REQUIREMENTS

The UAS High School Diploma is awarded to students who have met all graduation requirements, including eight semesters of study beyond the eighth grade and a minimum of 23 units of credit. It is recommended that students earn 26 or more credits if they intend to enroll in a college or university after high school graduation.

Prescribed credit in the following areas is required. Elective credit is awarded for courses completed in addition to these prescribed minimums. For example, a second credit in Computer Studies or a third credit in Languages will count toward the electives total. Students may schedule an appointment with the high school counselor to review academic credits as they plan for future courses in preparation for graduation and college admission.

Students in grades 11 & 12 are expected to undertake one course from each from the 6 IB groups throughout their enrollment at UAS. A grade 12 student who enrolls at UAS for his/her second year must complete and pass 6 units of credit to qualify for the awarding of a UAS High School Diploma.

For Grades 9 & 10 students

Number of credits in each subject area need to matriculate

Course	Credit Requirement
English	4
Math	3
Sciences	3
Social Studies	3
World Languages	2
Physical Education	2
Creative Arts	0.5
Electives	8.5
Islamic Studies (all muslim students)	2
Arabic (all students take Arabic in Grade 9, this can count as a World Language)	1
Arabic (*Arab-stage passport holders must study Arabic throughout the 4 years of High School)	4*
TOTAL	25
*A full credit represents a total of 120 hours per school year	

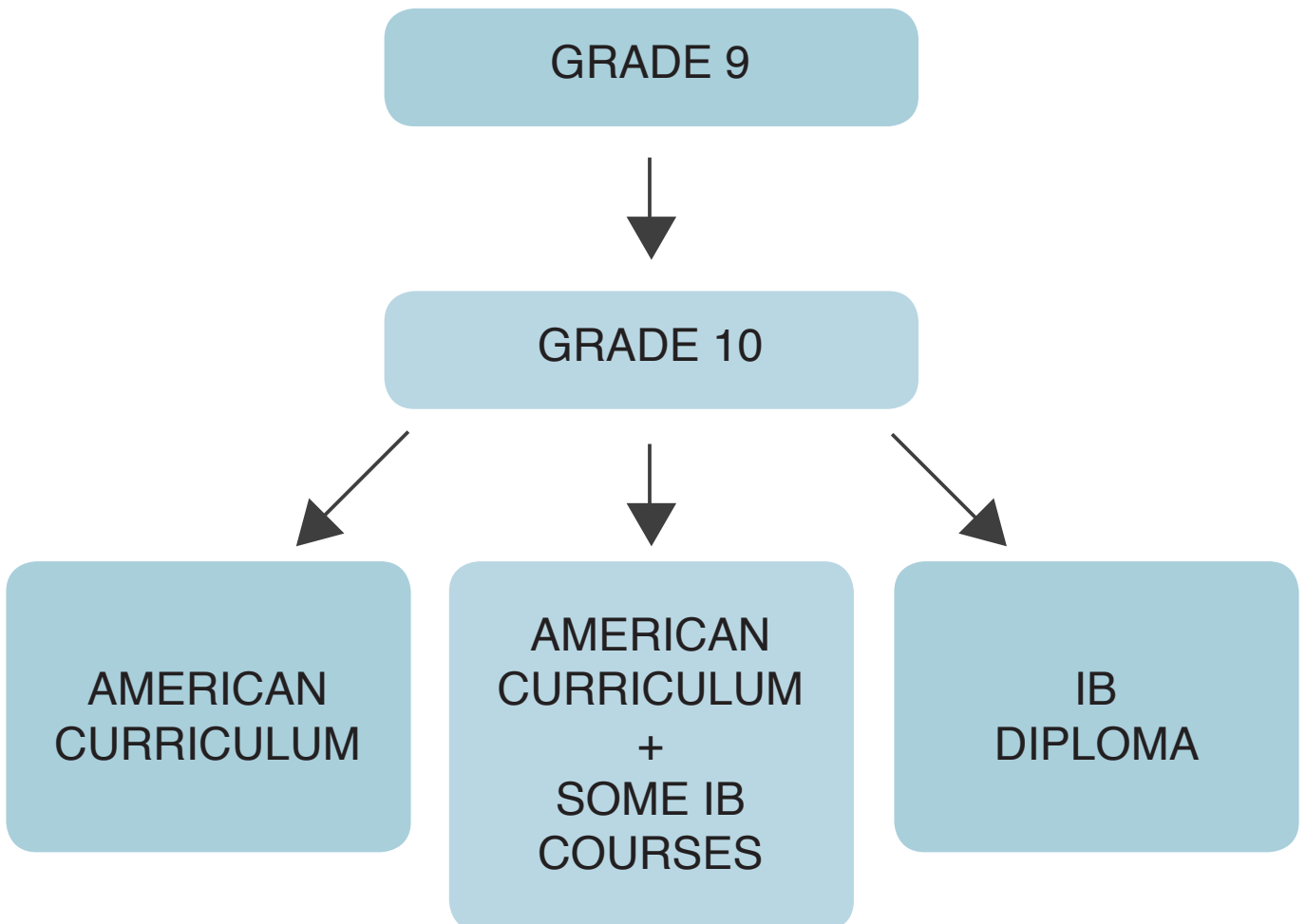
For Grades 9 & 10 students

Number of credits in each subject area need to matriculate

Course	Credit Requirement
English	4
Mathematics: Must complete second- year Algebra	3
Social Sciences: History, Economics, Business, Geography	3
Science: Biology, Chemistry, Physics, Integrated Science	3
Physical and Health Education	2
Arabic for Gulf-State Passport Holders*	4
Arabic for non-Gulf-State Passport Holders	1
Language: French, Spanish, Arabic B after Grade 10	2
Creative Arts: Visual Arts, Music, Media & Design, Drama	0.5
Electives – any additional course	6.5
Minimum Academic Credits required for Graduation	23.0

GRADUATION PATHWAYS

All UAS students will have an opportunity to pursue either a recognized and compliant American High School Diploma, or the full International Baccalaureate Diploma. In the last two years of High School, students have more choices in what they wish to pursue.



UAS LATE WORK POLICY - Revised August 19, 2017

As UAS has adopted a qualitative assessment model where grades are not lowered for late work. Work is evaluated using descriptors that describe levels of demonstrated understanding.

Missing deadlines may be a direct reflection of irresponsible academic focus and poor planning. This should be reflected in a student's effort grades. For any student to be held accountable for missed or late work, that work, including the assessment rubric must be clearly posted on the assessment calendar at least 2 weeks prior to the due date.

LATE/NON SUBMISSION OF ASSIGNMENTS

- Students are always expected to submit work that reflects their Personal Best.
- Grades should be determined based on 'quality of work' and requires all assessments to be completed to a standard judged by the teacher to reflect the student's potential.
- Handing in assignments late, or not at all, is considered a breach of the school code of conduct. We expect all students to meet all commitments and produce the highest quality of work possible.
- A grade of 0 or 1 cannot be given for the non-submission of an assignment. The student will be assigned to RASH to work on the assignment; similarly, marks or points cannot be deducted for late submission of an assignment.

WHAT HAPPENS IF WORK IS NOT SUBMITTED ON THE DUE DATE?

- Any assignment not completed and submitted on time, or by the teacher assigned due date will be recorded in the grade book as "Incomplete".
- Regarding the end of the quarter:
 - Students must submit all assignments one week before teachers must post their report grades.
 - If all assignments are not submitted by this deadline, the student will receive the mark of "incomplete" (I) on the report card for that class. Report Card comments will reflect that the student has not yet submitted work.
 - Assignments completed beyond the deadline will not change the "I" status of any quarter grade on the report card, but will be considered when calculating the year end grade.
 - If, at the end of the year a student still has unsubmitted work, that student will not be promoted to the next Grade.

Teacher Responsibilities:

- A checklist will be maintained recording satisfactory or unsatisfactory work during class time on the assignment. Parents will be informed about unsatisfactory performance and progress.
- The assignment draft or notes will be evaluated, recorded and commented on by the teacher during the drafting process with feedback to students. This process will be used to monitor academic honesty as well as sufficient progress towards completion.
- Extensions may be granted at the discretion of the subject teacher, as long as they are communicated before the due date.

UAS ASSESSMENT OF LEARNING SUPPORT STUDENTS (LSS) AND ENGLISH LANGUAGE LEARNERS (ELL)

Teachers are responsible for making the recommended accommodation(s) or modification(s) when assessing students receiving Learning Support Services or English Language Learners.

Teachers **must** develop tasks and assessments that ensure realistic expectations and outcomes. Tasks and assessments should be monitored in collaboration with the appropriate department and the involved specialist(s).

The recommended accommodation or modification for summative assessments (exams, tests, and quizzes) may include:

Additional time

- When indicated an additional 25% of the time allotted for the assessment
- Special circumstances may indicate a greater amount of additional time be allotted

Information and communication technology

- Computers
 - Word processing
 - Electronic reader
 - Voice-activated technology
 - Augmentative speech equipment
 - Electronic or manual dictionary (subject specific)

Scribes

- Writes the dictated response(s) of the student

Readers

Reads the examination and reads back student responses

- Read and Write Gold software is available on all computers and provides a near human voice screen reader

Prompter

- Ensures student is paying attention to the examination

Modifications to Examination papers

- Changes to the print on examination papers
 - Enlarged print
 - Change of font type or size
 - Altered spacing, white space, include lines
- Printing on colored paper
- Modify visual complexity
 - Simplify layout or visual complexity
 - Clearly produced diagrams, charts, illustrations, etc.
- Modification to the language of examination papers
 - Restructuring and simplification of language
 - Rephrasing questions
 - No alteration of technical or text-specific vocabulary

Audio recordings of examination papers

- Provided on audio CD
- Electronic reader

Audio recordings of responses to examination papers

- Electronic recording of responses

Alternative venues for examinations

- A location free from distractions

THE INTERNATIONAL BACCALAUREATE AT UAS

GRADUATION, DIPLOMAS, & CERTIFICATES:

All students involved in the IB program will earn credits toward achievement of the UAS High School Diploma. Selected students will have the opportunity to study for an IB Diploma and will be required to select 3 subjects at higher level and 3 subjects at standard level, as well as the 3 core subjects (TOK, CAS, & EE).

Other students will take some IB subjects for examination to earn IB Certificates, completing other subjects for UAS assessment only.

In 2018-2019, the following subjects will be offered at UAS

Group 1	Language A1	English Language & Literature HL/SL
Group 2	Language B	Arabic Language & Literature SL/HL Arabic B HL/SL Arabic Ab Initio SL French Language and Literature SL/HL French B HL/SL French Ab Initio S L Spanish B HL/SL Spanish Ab Initio S L
Group 3	Individuals & Societies	Business & Management HL/SL Economics HL/SL Geography HL/SL History HL/SL
Group 4	Experimental Sciences	Biology HL/SL Chemistry HL/SL Environmental Systems & Societies SL Physics HL
Group 5	Mathematics	Math HL Math SL Math Studies SL
Group 6	Arts & Electives	Music HL/SL Theatre Arts HL/SL Visual Arts HL/SL

UAS IB POLICIES & PRACTICES

IB Year 1 (Grade 11)

APPLICATION

Returning students seeking to participate in the IB Diploma or Diploma Courses must complete an application in the Spring of their 10th grade year. For the cohort entering the DP in 2017-18, the applications were distributed to students in March. Teachers make recommendations according to the students' quarter 3 grades.

Students new to UAS will be placed according to the contents of their UAS entrance application. Additional documentation may be requested in support of a request for a given course program. The same categories of acceptance can apply to new students.

***Probationary status:** We seek to encourage students to achieve at the top of their potential. However, when a student has chosen a course not supported by evidence of past performance and other application contents, they may be placed on probationary status. These students will be monitored quarterly and expected to achieve passing marks (2 or above) in all classes and a minimum 20 points in their group 1-6 classes each term for the duration of their Grade 11 year.

Students failing to meet these criteria may be removed from some classes or be changed to a different course program more in line with their demonstrated performance.

COURSE CHANGES

Students choose their courses in April of their sophomore year. Course changes will not be permitted unless requested before the third Sunday of the school year in September. The newly selected course must have adequate space for a new student. Movement from a HL to SL subject can be permitted at a later date if space is available, but a change from one course to another will not be permitted. Additionally, a student may not enter a HL course after the third Sunday of the school year in September. Too much critical content will have been missed. The student will need to either drop to SL in that same subject or stay in their original class. Depending upon the nature of the change being requested, the current and desired teachers may be consulted by the IB coordinator regarding the suitability of the course for the student. Exceptions to this will only be considered if Quarter One results are a 5 or above and the teacher recommends a transfer to HL. Other factors that will be considered when course changes are being requested are impact on university entrance profile, past performance, test scores, teacher feedback, assessments already completed, the reason for the request, the student's overall course program and the availability of space in the requested class.

EXAMS

Students in Year 1 of the IB program sit one set of exams. In June, they will take exams over 7 days in each of their subjects from groups 1-6 (Theatre Arts and Visual Arts may be exempted). The style of questions appearing on these exams simulates those that will appear on the IB exams at the end of Grade 12. In the June exam session, multiple papers may be set by a single class, which also simulates the formal IB exams.

IB Year 2 (Grade 12)

IB REGISTRATION & FEES

Students are officially registered with the IB as IBDP or IBC candidates in the Fall of their second year. In order to secure their candidacy, their IB fees must be paid to the school. A schedule of these fees is distributed at the beginning of September. For the class of 2019, the deadline for payment of these fees is October 28, 2018 (subject to change). Complete payment is the signal to the school to proceed with formal registration.

IBDP CANDIDACY

Students who have attempted the IBDP must meet the following conditions to have their candidacy supported by UAS. These requirements are in place to help assure successful achievement of the IBDP by our sponsored candidates.

At the end of Quarter One of Grade 12, students must:

- Have a minimum 24 points in their group 1-6 classes Have no grades 1 in any course
- Have at least 12 points in their 3 HL classes
- Have no more than one grade 2 overall
- Have met the minimum attendance requirements for all courses
- Students not meeting these requirements will be submitted as IB Certificate candidates. Up to date on the requirements for CAS.
- Submitted a passing draft of the Extended Essay.
- Are passing TOK.

IB TUTORIALS GUIDELINES

IB tutorials are provided to assist students with their academic work in the IB program. Tutorials provide an opportunity to take advantage of both the material and personal resources available within the school setting.

IB TUTORIAL STRUCTURE & RESPONSIBILITIES

Teacher Responsibilities:

- Students will be seated on time at their scheduled tutorial room and remain there throughout the tutorial time
- Attendance will be taken by the tutorial teacher.
- Please check to the following links to share upcoming deadlines with students: [Internal Assessment calendar Class of 2019](#)
- With pre-approval, students can arrange to meet with a teacher during their tutorial time to review assignments, receive extra help, or conference on an assignment.
 - The student must email both their subject-area teacher or Librarian and their tutorial teacher to request the meeting.
 - The subject-area teacher should reply to both the student and the tutorial teacher to confirm the appointment.
- Students will work diligently on individual or group tasks for the duration of the tutorial.
- Group work is encouraged but must be highly focused on quality learning or shared assessment tasks. If the group work is disruptive, students may be sent back to individual work at any time.
- Students may work on individualized learning projects during the tutorial time.
- Teachers must be willing and open to help any student in the tutorial needing help.
- Teachers must be proactive in maintaining a productive work environment for all students.
- Dismissal will occur at the bell.

Student Responsibilities:

- Students must bring work to be completed or materials to study to the tutorial.
 - This includes all materials needed to complete the work.
 - Locker visits to retrieve necessary materials should not be required as this would be evidence of poor planning for the tutorial and decrypts the learning process.
- Students must be able to describe what they plan to accomplish during the tutorial at the beginning of the period. If students are seen to not have productive work, they may be required to report their plans at the beginning of each tutorial.
- Students must work quietly.
- Students may request help from the tutorial teachers as needed.
- Students may request an appointment with a subject-area teacher during their tutorial.
 - This must be done via an email to both the subject-area teacher and the tutorial teacher.
 - The appointment must be confirmed by the subject-area teacher or librarian via email.

IB GENERAL ACHIEVEMENT DESCRIPTORS

ACHIEVEMENT LEVEL	DESCRIPTOR
LEVEL 1	Minimal achievement in terms of objectives
LEVEL 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support
LEVEL 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
LEVEL 4	A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation
LEVEL 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
LEVEL 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight
LEVEL 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

NOTE: IN GRADES 9-12 STUDENTS ARE EXPECTED TO BE INVOLVED IN ATHLETICS ACTIVITIES, AND CREATIVITY, ACTION AND SERVICE (CAS) WORK OUTSIDE OF CLASS TIME.

UAS ACADEMIC HONESTY POLICY

UAS PHILOSOPHY ON ACADEMIC HONESTY

Personal integrity and academic honesty are essential ethical principles of the Universal American School, and in alignment with the expectations of IB World Schools standards. Students and Parents are charged to ensure that responsible and ethical actions are taken with regard to the presentation of any academic material submitted for consideration and marking, and take into account the following instances of malpractice.

UAS/IB Learner Profile

“The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of [the educational programs], the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.”

IB LEARNER PROFILE BOOKLET © INTERNATIONAL BACCALAUREATE ORGANIZATION 2006 TWO OF THE LEARNER ATTRIBUTES ARE AS FOLLOWS . . .

PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

REFLECTIVE: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Taken from the IB learner profile booklet © International Baccalaureate Organization 2006.

In support of this mission as an IB World School, we seek to promote honest and ethical practices in all areas of the school. Accordingly, the following is a policy adapted from IB Academic honesty (© International Baccalaureate Organization 2007)

DEFINING ACADEMIC HONESTY AND MALPRACTICE

Academic honesty includes a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. We would like to stress the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment. All students must understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity, intellectual property, and ethical conduct. The policy must be a means of promoting good practice. In cases where students do not show academic honesty, the actions of that student may constitute malpractice. The policy and guidance within this document apply to all students at UAS. All students and parents at UAS must sign an academic honesty policy annually. These are retained in the student file. The Academic Honesty Policy is reviewed with students each year during the first days of school.

MALPRACTICE

The IB Diploma Regulations define malpractice as any behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

PLAGIARISM is defined as the representation of the ideas or work of another person as the student's own. Plagiarism is recognized worldwide as a serious academic offense. Ignorance of the working definition of plagiarism is not a valid excuse for lapses and does not prevent a penalty

from being applied to work submitted as original.

When using the words of another person it must become habitual practice for a student to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone.

Using the words and ideas of another person to support one's arguments is a fundamental part of any academic endeavor, and how to integrate these words and ideas with one's own is an important skill. Paraphrasing is the rendition of another person's words presented in a new style and integrated grammatically into the writing. If done correctly, paraphrasing is a legitimate way to use a source. However, because paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source. If paraphrasing is not done correctly it will be treated as plagiarism.

COLLUSION is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.

Legitimate collaboration vs. unacceptable collusion or plagiarism: there are occasions when collaboration with other students is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each student's own words and cannot therefore be the same as another student's. If, for example, two or more students have exactly the same introduction to an assignment, this will be construed as collusion, and not collaboration.

DUPLICATION OF WORK is defined as the presentation of the same work for different assessment components and/or course requirements. If, for example, a student submits the same or a very similar piece of work for the in-depth study in history internal assessment and for an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for a student to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay.

OTHER BEHAVIOR THAT CONSTITUTES MALPRACTICE is that which gains an unfair advantage for a student or that affects the results of another student.

- Taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination
- Misconduct during an examination, including any attempt to disrupt the examination or distract another student
- Exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination
- Falsifying a CAS record
- Copying the work of another student
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- Impersonating another candidate
- Stealing examination papers
- Using an unauthorized calculator, dictionary or formula booklet during an examination
- Disclosing or discussing the content of an examination paper with a person outside the

- immediate school community within 24 hours of the end of the examination
- Fabricating data for an assignment
- Using others` words and/or ideas without proper citation of your sources
- Submitting others` work as your own

AUTHENTIC AUTHORSHIP & INTELLECTUAL PROPERTY

An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. Students must be aware that the requirement to acknowledge sources extends beyond text taken from the Internet, CD-ROMs, books, magazines and journals. The concepts of intellectual property and academic honesty include, for example, the use of footnotes or endnotes to acknowledge the source of an idea if that idea emerged as a result of discussion with, or listening to, a fellow student, a teacher or any other person.

References must also include acknowledgement of the source of an idea that is not the student's own. For example, a student could provide a footnote or endnote in the following manner: "The basis of this idea was originally expressed by a fellow student during a theory of knowledge seminar." (Johnson p46)

DETECTION AND ACTION AT UAS

The teachers support students in the preparation of their work for assessment and help to ensure that all students' work complies with the requirements of the course. Therefore, teachers are in the best position to judge whether a student's work is authentic. All final work and major drafts submitted to UAS will be run through turnitin.com to check for authenticity.

Students must be warned that the IBO checks students' work for plagiarism using a web- based plagiarism prevention system. An additional deterrent is the vigilance of examiners who are adept at identifying text and material that is not the authentic work of a student. Any breach of academic misconduct uncovered by IBO will result in a full investigation and a possible loss of grade for a component, subject or the Full Diploma. This is at the discretion of IBO.

Ultimately, the students are responsible for ensuring that the final version of any work is authentic, with the work or ideas of others fully and correctly acknowledged. Students themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was unintentional or deliberate. The same principle applies to collusion. Students are expected to comply with all school deadlines: this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version. At all times, the advice to candidates must be to acknowledge as honestly and accurately as possible the ideas and work of others, even when the source cannot be stated with absolute accuracy. Students are expected to review their own work before submission for assessment to identify any passages, data, graphs, photographs, computer programs and so on that still require acknowledgment.

If the coordinator and/or a teacher has reason to believe that part or the whole of a student's draft work submitted for discussion prior to final submission might be deemed to be in violation of the principles of academic honesty and constitutes a case of malpractice, they must draw the student's attention to this risk and her/his duty to respect the policy and requirements of academic honesty. Malpractice must be viewed as going well beyond a mere breaking of rules and into an

area of far greater seriousness. Plagiarism must not be seen as simply an item in a long list of school rules in a handbook. It must be viewed as a serious academic offence with a community attitude that shows no tolerance and imposes severe penalties when it is discovered.

Penalties are imposed on a student found guilty of malpractice in order to:

- Ensure that the student does not gain an unfair advantage
- Maintain the integrity of the examination session by excluding those students who have abused the system
- Deter other students from taking the same action

When marking regular class and homework assignments that are not being submitted to the IBO for assessment, teachers should take into account each student's use and acknowledgment of sources.

Once a student has submitted the final version of his or her work to a teacher it cannot be retracted. Teachers may detect malpractice while marking a draft, running a check, interviewing the student, noting unusual material during exams, hearing rumor and innuendo, comparing assignments, etc. Any suspicion of malpractice that arises thereafter must be reported to and acted upon.

Consequences for behavior constituting malpractice at UAS may include some or all of the following according to the seriousness of the offence:

Consequences of Malpractice

First Occurrence:

- Teacher and/or Administrator discusses with student for confirmation.
- Teacher files a report with the Curriculum Leader and the Secondary Administration.
- Administrator informs parents about the occurrence and holds a meeting with student and parents.
- The student is placed on behavioral probation and may serve a one day in school suspension.
- Plagiarized/ colluded sections of work will not be taken into consideration when the work is graded. The work will be graded using the set criteria for the task.
- An original piece of work must be submitted within 48 hours.

Second Occurrence:

- Teacher and/or Administrator discusses with student for confirmation.
- Teacher files a report with the Curriculum Leader, the Secondary Administration and the school Director.
- The secondary administration forwards a letter recommending disenrollment to parents and UAS Director.
- Parents, student, school director and secondary administration meet to discuss the possibility of disenrollment from UAS.
- Plagiarized/colluded sections of work will not be taken into consideration when the work is graded. The work will be graded using the set criteria for the task.
- Due to the breach of their behavioral probation the student serves a two day out of school suspension and is required to sign a behavioral contract concerning academic dishonesty.
- Any IB Diploma student with a second academic honesty infraction will face removal from the program.

Third Occurrence:

- Teacher and or Administrator discusses with student for confirmation
- Teacher files a report with the Curriculum Leader, the Secondary Administration and the school Director.
- Administration informs parents about the occurrence and holds a meeting with the student and

the parents.

- Due to the second breach of their behavioral probation and breach of their behavioral contract the student will receive an indefinite out of school suspension culminating in a meeting with the Director of the school.
- Recommendation of expulsion by the secondary administration. In the event of an accumulation of 3 malpractice events the secondary office will generate a letter to the Director recommending expulsion.
- A Board of Appeal will be available at third occurrence level, composed of the Director, Assistant Principal, Principal, and every meeting must contain both the parent and the appealing student. There must be “some reasonable doubt” for the parent to request this meeting.

DETECTION AND ACTION BY IB taken from Diploma Programme Assessment procedures manual (2017)

Circumstances that will trigger an investigation by IB

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

Before the IB will investigate a case of suspected academic misconduct, there must be clear evidence to justify a suspicion of wrongdoing.

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

The Investigation Process

- If the IB starts an investigation into academic misconduct, the coordinator is informed by email. The IB requires the coordinator immediately to inform the head of school of the investigation.
- The IB will include full instructions for the investigation, including the steps to be taken by the coordinator, statement templates, etc., with the email.
- The evidence is then considered by the academic honesty sub-committee of the final award committee and the outcome is decided.
- If an allegation of a breach of IB regulations is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way.

If the final award committee decides that the evidence of academic misconduct is insufficient, the results will be confirmed and a grade will be awarded in the usual way.

In all cases where the final award committee has established a breach of regulations, the head of school will be informed by email of the decision reached by the committee. The correspondence will be copied to the school's Diploma Programme coordinator, appropriate IB staff and the chair of the examining board.

The final award committee, or its sub-committee, has full discretion to make these decisions

HOMEWORK

Reasonable amounts of academic effort outside the class extends learning and reinforces study skills. Homework activities can promote independent inquiry and demonstrate the pupil's initiative as a learner.

ACADEMIC POLICY ON MISSED EXAMINATIONS

Semester examinations will be scheduled as a comprehensive assessment of student's knowledge. Examinations will be scheduled during the last week of the semester. All core subjects will have an examination. Students who miss an examination may receive an excused absence under the following conditions:

Serious Illness: Requires a Medical Certificate with diagnosis and with a physician's recommendation that the student should not attend school on the date of the examination in question.

Death in the immediate family: eg. Siblings, parents, grandparents. Students who meet the criteria stated above shall have the opportunity to take a make-up examination for 100% credit at the time scheduled for make-ups.

ISLAMIC STUDIES

Islamic Studies classes are offered during the school day and are required for those students who are Muslim, as per U.A.E. Ministry of Education regulations. Non-Muslim students are not required to take this course.

In Grades 11 & 12, Islamic studies is offered in three specific times on the timetable which may limit a student's course selections in the IB program. Students wishing to take Islamic outside regular class time to maintain their desired IB program may be able to do so for an additional fee. Please see the IB Coordinator for more details.

LABORATORY PROCEDURES

Special safety rules covering activities in the science laboratories are distributed to each student participating in science classes. These must be read and signed by each student. All other instructions given orally by the teacher (e.g. wearing of protective eye goggles) must be obeyed.

LOCKERS

Lockers are issued to each high school student on the first day of school. Students are asked to keep their lockers tidy and free from food or wet clothing and to ensure they secure any valuables brought to school. UAS accepts no responsibility for valuables brought to school by a student. It is recommended that no valuable items are brought to school. Book bags will be allowed in school solely for the purpose of carrying books and materials to and from school. During the school day, students must store their book bags in their assigned lockers.

In the elementary, students use "cubbies" to store their personal belongings.

STUDENT TESTING

Periodic testing of students is a valuable and necessary part of the learning process. Testing provides our teachers with important information regarding the mastery of course content by students, both individually and collectively. Testing also provides the basis of reporting to parents regarding student progress. It is therefore important that students prepare for and write tests at the time announced by our teachers. Students are expected to make every effort to be present to write tests. In the event that a test is missed, the following policy will be followed:

1. Students may be excused from school and tests for “valid reasons” ie. serious illness, family emergency, etc.
2. All absences must be explained by a note from parents. At the discretion of the Principal, a doctor’s explanation may be required.
3. In each of the two semesters of the school year, when a student misses a test or tests in the same subject area, without a valid reason, the following steps shall be followed:
 - a. First missed test:
 - ⇒ Letter home to parent from teacher, to be signed and returned by parent as having been received.
 - ⇒ Student must complete a make-up test on the next available lesson
 - b. Second missed test:
 - ⇒ Letter home to parent from teacher, to be signed and returned by parent as having been received.
 - ⇒ Student complete a make-up test after school.

WITHDRAWING STUDENTS

Every student who withdraws from school during the school year must complete a clearance form before school records and transcripts can be released. This form is obtained from the registrar. Students are required to secure signatures from all their teachers, the librarian, the business office, and the Principal’s office to ensure that all fees have been paid, all books returned and all other school obligations settled.

SECTION 3: STUDENT BEHAVIOR

UAS Scorpions Athletics Overview 21
The After School Activities Program 22

SCHOOL CODE OF CONDUCT AND DISCIPLINE

UAS Mission: UAS provides a challenging, inquiry-based American and international education that empowers students to be caring individuals, critical thinkers and responsible global citizens.

Belief Statement: UAS operates with a whole-school community approach to supporting student behavior. UAS values effort presents achievable but challenging expectations and builds self-esteem while encouraging students to be responsible and independent learners. We encourage students to take responsibility for their own behavior by teaching and promoting problem solving and conflict management skills.

ESSENTIAL WORKING AGREEMENTS

Respect is the foundational High School Core Value upon which the entire working agreements are based. UAS asks students to take an active role in ensuring positive behavior and constructively contributing to a better school environment.

Our Essential Working Agreements ask students to:

Be Mindful:

- Do my actions display concern for the wellbeing of others?
- Am I being polite and do I promote a healthy learning environment?
- Am I tolerant of the various opinions and beliefs of the members of the UAS community?

Be Responsible:

- Do I adhere to the expectations of the wider UAS community?
- Am I courageous enough to ignore negative peer pressure?
- Do I take responsibility for the decisions I make?

Be Safe:

- Do my actions provide a safe environment for myself and others?
- Am I actively promoting the safety and security of all members of the UAS community?

Be a Leader:

- Do my actions provide a model for our younger students to look up to?
- Am I proud of the way I conduct myself as a student at UAS?

Our discipline procedures aim to:

- Recognize and promote responsible and positive behavior
- Provide a consistent approach to managing inappropriate behavior by applying fair and logical consequences
- Encourage students to take responsibility for their own behavior by teaching and promoting problem solving, conflict management skills and the IB learner profile
- Encourage students to learn reflect on their own behavior
- Promote the IB learner profile attributes in order to encourage students to have a positive influence in our community by being:
 - Inquirers
 - Thinkers
 - Communicators
 - Risk-Takers
 - Knowledgeable
 - Principled
 - Caring
 - Open-Minded
 - Well-Balanced
 - Reflective

Every student at UAS has the right to a quality education. Each teacher has the responsibility to teach and each student has the right and the responsibility to learn. No student has the right to interfere with this process. Each teacher should develop classroom norms and agreements to ensure the best possible learning environment. Respect, common sense, reason, and courtesy are the foundation for the educational relationship between student and teacher.

In an effort to provide a clear process for handling disciplinary situations which conforms to acceptable standards and meets due process guidelines, UAS will adhere to all policies and procedures outlined on pages elsewhere in this Handbook, under the heading Discipline Regulations and Procedures. Any student, who conducts himself/herself in a way that is detrimental to the orderly operation of the school, a school-sponsored activity, or any other aspect of the educational process, shall be subject to disciplinary action.

DISCIPLINE REGULATIONS AND PROCEDURES

In order to develop and maintain a positive educational setting that is conducive to student learning, discipline standards at UAS are designed to balance discretionary authority and the need to provide students with positive behavioral alternatives.

The behavior modification procedures of our school will be educational in nature, and are designed to ensure all students enjoy learning in an environment free from distraction and intimidation. Disciplinary procedures are designed to foster good behavior rather than react to inappropriate behavior. Disciplinary procedures involve consideration for individual circumstances within the context of respect for the safety and well-being of the entire school community;

Teachers will do their best to address and resolve problems which come to their attention. The Director and Principals together have the responsibility to make the final decision in relation to consequences for severe inappropriate behavior.

The following information and procedures will act as an amendment to the levels of infractions and should guide teachers in determining when to file a referral with the high school office.

For minor infractions that disrupt teaching and learning in the classroom, we ask that teachers prescribe to the following actions:

1. Teacher redirect:

- a. This may be a verbal, visual, or physical redirect to get the student back on task.

2. Hallway Conference:

- a. If the redirect does not work, a teacher may remove the student from the group or classroom and have a short conversation with the student where they identify the inappropriate behavior and the impact that the behavior is having on the class.
- b. The student is then returned to the classroom or group to continue working.

3. Removal from Class:

- a. If the hallway conference is not effective, the teacher may remove the student from the classroom and send them to the high school office.
- b. If this is done, the teacher is required to have a conference with the student prior to the next scheduled class.
- c. A referral form is submitted to the high school.
- d. The teacher calls the parents to inform them of the behavior.
- e. This longer conference should provide the student with a more detailed examination of their behaviors in class, how those behaviors are affecting the class, and how those behaviors are affecting the students' learning.
- f. The teacher and student should devise a plan to eliminate any further inappropriate behavior.

Severe Behavior: (conference with student and parent)

1. Consequence 1: 1 day in school (still allowed to participate in after-school activities)
2. Consequence 2: 2 day in school (still allowed to participate in after-school activities)
3. Consequence 3: 3 days out of school (not allowed to participate in after-school activities) re-entry meeting, behavior contract, behavior tracker, regular meeting with a counselor
4. Consequence 4: 3 day out of school (not allowed to participate in after-school activities) re-entry meeting, behavior contract, behavior ticker, regular meeting with a counselor, possible referral to outside counselor
5. Consequence 5: 5 day, iCademy for the rest of the year, Letter of Undertaking

Truancy: (conference with student and parent)

1st Truancy: After school restitution from 3:15-4:15

2nd Truancy: In-school suspension

3rd Truancy: 1 day out of school suspension

4th Truancy: 2 day out of school suspension

5th Truancy: 3 day out of school suspension

EXPECTATIONS OF STUDENT BEHAVIOR

- Students are expected to adhere to the Dress Code of UAS by being in correct school uniform each school day and while attending school activities held outside school hours. If not in school uniform, students will be referred to the High School Office and allowed to check out proper uniform attire for the day. This attire must be cleaned and returned within 2 days to the High School Office.
- Students are expected to be on time for school in the morning and for all classes during the

- school day. A written excuse must be provided by the parent for any student absence.
- Students are expected to take care of all school books and property. They may be fined for damaged or lost texts and library books.
 - Students are expected to keep the school hallways clear of food or drink, except for water. Eating is allowed only in designated areas at designated times.
 - Students are expected to promote and maintain a safe school environment. Fighting of any kind is not allowed in or around UAS or at any UAS sponsored events. UAS does not allow “play” fighting. Infractions may result in suspension or expulsion.
 - Students are expected to remain on campus throughout the entire school day and may not leave without the express written permission of an administrator. Students must present a note from the parents when asking to leave school at their parents’ request.
 - Students wearing the school uniform on and off campus are expected to acquit themselves in a manner which upholds and respects the school’s values.

AFTER SCHOOL RESTITUTION AND IN-HOUSE SUSPENSION

Teachers of grade 9-12 students may write a Discipline Referral for students who do not respond to teacher behavioral expectations. For most minor infractions, teachers will try to affect student behavioral modifications before writing a referral. However, students who do not respond to behavioral modifications may be referred via a Discipline Referral. Serious misbehavior such as disrespecting an adult, committing dangerous acts, or committing gross violations of behavioral norms may be referred immediately.

After School Restitutions or in-school suspension will be assigned by the Dean of Students, Assistant Principal or his/her designee. However, teachers may opt to assign students to their own reflection during the normal working hours of school (such as break or lunch). After School Restitution for students in grades 9-12 will operate four days per week from 3:15-4:15.

Students’ parents will be notified of the incident and the date the After School Restitution is assigned. Students who are assigned to restitution may NOT participate in any After School Activities on the date of their restitution. Skipping an after-school restitution will result in an immediate parent meeting followed by an in-school suspension. Additionally, an in-school suspension may be enacted immediately. Teachers and parents will be notified via email or phone call of students who are serving After School Restitution as well as in-school suspension.

ATTENDANCE POLICY

ATTENDANCE PHILOSOPHY

In accordance with general school philosophy, we believe that daily, regular attendance is a must in that our classes are based on active classroom learning. Students must be present in order to participate in interactive and investigative activities; otherwise, they will not reap the full benefits from our program. Teachers, counselors, administrators, and parents should work together to ensure that students miss as little school as possible. This philosophy may mean taking a second look at family vacations during the school year and in participating in sports activities not connected with our school.

School Timing: High School: Students in grades 9-12 start at 7:45am and finish at 3:10pm.

Students’ absenteeism and tardiness affect the school’s ability to provide effective educational services, the achievements of consistently absent or late students and disrupt the learning experiences of other students in the school.

Likewise, the attendance of teachers is imperative to securing continuous and progressive learning experiences for all students at the school. The school will secure and improve teachers' attendance at all times and ensure that students are not left without a qualified teacher for long durations of time exceeding a week.

Parents, the students and the school must work together to improve and maintain high attendance rates.

The responsibilities of the school include:

- Sharing and implementing a school policy on attendance and punctuality which stresses that attendance for all students is mandatory on all the days the school is declared open.
- Clarifying to parents and students the definition of a school day, the start of registration process in the morning, the school's expectations in relations to punctuality all through the school day, the definition of absenteeism and a list of what is considered excused and unexcused absenteeism.

The responsibilities of the parents include:

- Reading, ratifying and implementing the school's policy on attendance and punctuality.
- Promoting their child's attendance and punctuality and abiding by the timings set by the school for the start and the end of the school day.
- Understanding and upholding the school's policy which states that continued tardiness and absenteeism will result in disciplinary measures and will affect students' chances enrolment for the upcoming academic year.

All students arriving late to school **must** sign in at the attendance office. Once a student is marked as absent they will be considered as absent for the day and an email will be sent home to confirm.

Please contact the attendance office to inform us if the student will be absent, late or is expected to leave early. Medical and illness (supported with a note from a doctor), traffic delay, heavy fog, consulate visits (supported with documentation), or bereavement are the only absences that can be **excused**. All other absences are considered as unexcused.

TARDINESS

Punctuality is essential and a habit we wish to instill in our students. Being on time is necessary for success throughout one's life.

In case of repeated tardiness the following applies:

- Within the course of a week, a student who is tardy to class once will receive a verbal warning.
- Within the course of a week, a student who is tardy to class twice will receive a lunchtime reflection.
- Within the course of a week, a student who is tardy to class three times will receive a sanitation-Sunday.

In the case of not attending lunch reflections, the following applies:

- A student who does not attend lunch reflection will be assigned a reflection the following day.
- A student who does not attend two reflections will be assigned after school restitution from 3:15-4:15.
- A student who does not attend the reflections or the after school restitution will be assigned a 1-day in school suspension.

In case of repeated absenteeism the following applies:

- An email from the school will be sent home to parents after four (4) absences. A subsequent letter will be sent home for each additional four (4) absences. An absence is defined as missing a class, classes, or a school day.

STUDENTS LEAVING CAMPUS

Universal American School attempts to provide a safe and secure environment on campus. Parents, please help us to protect your children.

Students are expected to arrive and leave school each day under the routine arrangements established by their parents at the beginning of the academic year. Typically those routine arrangements are:

- f. by bus
- g. by walking if living close by
- h. driven by parent or designated driver known to the school.

Students who wish to change their routine **MUST** provide UAS with a signed letter of permission from their parent stating the specific arrangements for the day in question.

Only students who routinely walk to/from school may be allowed to walk off campus at the end of the day. Please use the pedestrian gate. Avoid vehicular traffic gates.

STUDENTS ARE NOT PERMITTED TO GO TO THE ADJACENT SPINNEY'S SUPERMARKET OR DUBAI FESTIVAL CITY DURING SCHOOL HOURS.

Parents providing their own transportation who wish to pick up and drop off their children outside of the campus gates (numbers 1 and 2) may do so **ONLY** if done so as their routine. That is, every day.

Students who stay after school for any reason may leave campus only under parent-approved arrangements. Students may not leave campus at any time without parental permission due to the fact that UAS cannot assure the safety or supervision of children in such circumstances. Once a student leaves the campus after the buses have gone for the day, they may not return to the campus.

SCHOOL BUS BEHAVIOR CODE

The following is a list of bus rules and regulations. If these regulations are not followed, the bus monitor will report students to the appropriate administrator. Parents will be notified of the offending behavior and students will be suspended from riding the bus; at first, temporarily, and if necessary, permanently.

Buses leave 15 minutes after dismissal. Once the first bus to leave is in motion students may not board any of the remaining buses. Students who breach this important safety code will be suspended from the bus for one week. A second offense will result in the student not being able to ride the UAS bus for the remainder of the semester.

If the bus driver is distracted by student's behavior, he cannot pay strict attention to his driving. This poses a safety problem for all students on the bus. All bus rules apply on field trips as well as daily transportation.

1. Students must adhere to the instructions of the bus monitor.
2. Students are to use the established pick-up points only.
3. Students are required to stay in their seats and use seat belts
4. Students are to refrain from protruding their head, hands, and other objects out of the window
5. Converse in a quiet voice.
6. Only water may be consumed on the bus.
7. Any potential dangerous objects that need to be brought to school for a project (i.e. glass, knives, swords, etc.) are to be given to the bus monitor
8. Riders are permitted to get off the bus only at their assigned stops unless they have a note from their parents. These notes need to be pre-approved by the transportation coordinator.
9. Buses will not wait at the designed stops in the morning for tardy students.
10. Buses will not move unless all students are seated.
11. Students will be suspended from the bus for any aggressive or abusive behavior.
12. Students, who attempt to stop the bus while it is in motion, will be suspended from the bus, and will be considered for permanent removal from the use of the bus service.
13. When a bus is delayed from leaving the school because of a student being late: The student will ride home, the bus supervisor will refer them to the principal (the next day), and they will be suspended from the bus.
14. **Students will be suspended from the bus for conduct that is unacceptable.**
15. Student conduct that places other bus riders at risk will be considered as grounds for expulsion from school.

SCHOOL DRESS CODE

The UAS uniform helps to create a non-distracting atmosphere, and allows students to focus their energy and abilities on their studies. All uniform items must be purchased at UAS. Except for shoes, items not purchased at UAS will not be considered to be school uniform. After-school activities are part of the school day, therefore the school dress code is in effect.

Students in Secondary School

- Must come to school in appropriate school uniform.
- PE uniform is to be worn for PE classes only!
- Must wear the UAS polo-style shirt with navy blue pants or full length skirts (floor length to mid-calf only)
- May opt to wear a plain white T-shirt under the uniform shirt. Shirt may be untucked in with no undergarments showing. Plain solid black or navy belts are permissible, no sequined, jewel studded or brightly colored belts will be allowed. No tight fitting clothing will be allowed
- May opt to wear only a UAS jacket or sweatshirt over the school uniform shirt
- Must wear appropriate covered footwear. Sandals are not permitted, no flip flops, high heels, or shoes/boots above the ankle will be allowed
- Must keep jewelry to a minimum, especially during Physical Education classes. No large hoop style earrings that could cause a distraction or injury. No large necklaces
- May wear Sheilas (scarves) in solid colors of navy, white, or black only (Arab dress). No other scarves are acceptable.
- May wear hats outside the building
- Must change into the P.E. uniform during PE classes and back into regular school uniform afterwards. A small gym bag for gym clothes is suggested
- May not change out of school uniform before leaving school at the end of the day
- May not wear any item of clothing that symbolizes a political, social or ideological cause / event without the prior approval of the Principal and / or Director. UAS is a non-sectarian apolitical school by design and in keeping with the school's mission statement.

Students who are found to be out of uniform will be required to remain in the school office until the

uniform shortcoming is rectified. Parents will be contacted and the student will serve either a lunch or after school detention.

Student Athletes Sports Day Attire:

Girls: UAS school pants/skirts (skirts ankle to mid-calf only). White blouse tucked in one undone button at top only. Dress shoes.

Boys: School pants. White long sleeve, button-up shirt tucked in. Blue Tie- tied appropriately. Dress shoes.

The UAS administration and faculty appreciates the effort made by all in abiding by the school dress. We wish to say thank you to those students who are consistently in correct uniform as they are setting a good example to all students attending UAS.

Student Dress Down Day Attire:

All Students:

- Clothing that contains words or graphics referring to alcoholic beverages, illegal drugs, and tobacco should not be worn.
- Clothing with obscene or sexual references in words or graphics should not be worn.
- Students must wear sufficient clothing so that no bare skin or underwear is visible in the front or back of the torso from the upper chest to below the knees.
- Students must wear appropriate covered footwear. Sandals, flip flops, high heels, or shoes/boots above the ankle will not be allowed.
- Clothing must not be culturally offensive.

CARE OF BELONGINGS

Students are discouraged from bringing valuable items, toys, or large sums of money to school. Physical Education attire and all books, backpacks and other materials should be kept locked in the student's locker. Students should be encouraged to label all items belonging to them with their name. While the school will help investigate theft or loss of belongings, responsibility for personal items is borne solely by the student.

STUDENT DRIVERS

Driving on campus is a privilege and requires the utmost safety. Student drivers must have permission from their parents. Student passengers must have permission from both their parents and the parents of the student driver. The permission will be kept on file with the Principal's office. Drivers who carry students off campus without prior permission from the parents of both parties may lose their driving privilege and be reported to appropriate authorities.

SMOKING/VAPING POLICY

The consumption of nicotine in any form is forbidden in any part of the school building or school grounds at any time by any individual. This includes students, staff, parents or visitors. Students violating this policy will sit a one-day in-school suspension in the first instance and a recommendation to attend and complete a licensed nicotine addiction cessation program. Any additional instances will result in additional consequences including possible removal from after-school activities.

MEDIA, MOBILE PHONE AND OTHER TECHNOLOGIES CODE OF CONDUCT

Inappropriate use of electronic media that causes offense, disruption and/or distress, is an invasion of an individual's personal privacy. It is also detrimental to the reputation of the school and will be considered a very serious offense, met with consequences that could include expulsion. Examples may include, but are not limited to, posting offensive images/content/text on the web, sending inappropriate emails, recording images or audio without consent, presenting or representing the

school or photos taken at school on the internet.

NOTE; Students who bring electronic equipment, mobile phones, or other such items are solely responsible for them. UAS assumes no responsibility for these items.

Students may use the computers in the computer lab (Rm 2200) or HS/MS Library during school hours **with** adult supervision.

Computer use rules:

- ⇒ Students must be supervised by a teacher
- ⇒ No food or drink is allowed when working on a computer
- ⇒ No unauthorized games are to be played at any time
- ⇒ Students must not install or copy any software or download software from the Internet
- ⇒ Students must not change any settings or reconfigure the computers in any way
- ⇒ Students must not interfere with other people's work saved on the computer system. Students will not copy or delete or otherwise alter any files that do not belong to them which are saved on the system.
- ⇒ Any student who chooses to disregard these rules may be denied use of the school's computers.

There are four computer labs and wireless access points throughout the school for personal laptop use at UAS. All of the computers are networked with access to the Internet through a school-wide ADSL connection. Each lab has a laser printer.

The computer labs are intended primarily for use in computer studies classes and for short-term projects by other classes when time is available. Computer lab timetables are posted on the lab doors, and teachers may sign up for a class period should they wish to use the lab with students.

UAS's computer labs are designed to enhance our student's educational experience. The computers are intended for studying computer software, conducting research preparing assignments or presentations, project development and other educational pursuits.

During class time students will have work to complete and must not use the computers for other tasks. Students must not connect to the Internet without permission from the supervising teacher. Students are not permitted to use the school's computers for chatting over the Internet.

Students and parents must submit a signed copy of UAS's Acceptable Use Practices (AUP) in order to connect to the school's internet connection.

- The high school office will communicate to both parents and students when the signed AUP needs to be returned to school.
- Students who fail to submit a signed AUP will be reminded via email the day after the signed AUP was due.
- Students who fail to submit a signed AUP within three (3) days of the reminder email being sent

will lose rights to access UAS's internet.

Acceptable Use Practices (AUP)

Universal American School (UAS) is committed to technology as a vital tool for its students, teachers, and parents. As a UAS student user of technology, I understand that it is my responsibility to honor the Acceptable Use Policy (AUP) and uphold the UAS Technology Values both online, offline, at school and at home. I understand that my actions can affect others and that I am accountable for my behavior.

Universal American School Technology Values

The UAS Tech Code can be summed up in a few key points.

By signing this agreement, I commit myself to:

- Think before I act, to learn the implications of my actions, and to willingly take responsibility for my actions, including making appropriate apologies and restorations.
- The Golden Rule - to treat other persons as I would have them treat me.
- Acting harmoniously within the UAS community, by which I voluntarily place certain restrictions on my own behavior for the benefit of the group.

UAS values communication; therefore, I will:

Use pertinent and appropriate language for academic work and social postings.

Participate collaboratively in online forums.

Be mindful of how my words are interpreted by others and follow the laws of the U.A.E.

UAS values privacy, safety and respect of self and others; therefore, I will:

- Be aware of the privacy settings on any website to I which subscribe.
- Understand that anything I do online or electronically is not private and can be monitored.
- Not share personal information about myself, family, friends, faculty, school or U.A.E.
- Not engage in behavior that puts myself or others at risk and represent myself honestly.
- Seek help if I feel unsafe, bullied or witness unkind behavior and communicate only with people I know.
- Not upload or post personal information, private communications or photos of other people without permission, or send and share inappropriate emails, texts, etc. in accordance with U.A.E. law.
- Respond thoughtfully to the opinions, ideas and values of others.
- Not tamper with devices or technology hardware belonging to other students or UAS.
- Not copy or transfer any software under copyright to or from computers on the UAS Network without the permission of the Technology Department.
- Register my laptop with the UAS IT Department allowing administrative control of the school for purpose of updating and networking issues.

UAS values responsibility; therefore, I will:

- Keep valuables in lockers and abide by divisional procedures for safekeeping. This includes computers, iPads, phones, etc.
- Recognize that UAS faculty and staff are not responsible for the loss of any student electronic devices.
 - Elementary students have secured and lockable laptop cabinets in their classroom which students will be instructed to use.
 - Middle and high school students have a secured and lockable locker to store their laptop

when not in use.

UAS values learning; therefore, I will:

- Apply existing knowledge to generate new ideas, products or processes.
- Evaluate the validity of information presented online.
- Ask questions and seek help.
- Have a positive attitude and be willing to explore different or new technologies.
- Use personal devices during lessons ONLY with the explicit permission from the classroom teacher and respect the teacher's instructions.
- Switch off mobile phones during class time and abide by classroom/divisional expectations.
- Understand that confiscation of my electronics may occur for inappropriate use.
- Properly cite any Internet resources that I use in my work.
- Use school resources appropriately and not use school bandwidth to download/play non-school related materials, such as but not limited to, network games, music, or video.

UAS values the use of laptops as an integral part of education; therefore, I will:

- Access only those applications as recommended by the teachers during the class time.
- Not take photos unless permission is received directly from the teacher.
- Handle my laptop with care and ensure that there is no damage to the equipment.
- Take personal responsibility for backing up my data.
- Have my name, grade, and homeroom on my computer, chargers, and accessories for easy identification.
- Follow all the requirements of the Bring Your Own MacBook (BYOM) Program as prescribed on the UAS Technology Website and register my laptop with UAS' IT Department for use of UAS technology resource and network.

Possible Consequences of Violating the UAS Tech Code

A breach of the AUP is reflected in the school's Code of Conduct. In addition to consequences outlined in the student handbook, violation of the AUP can include:

- Apology to injured parties
- Monetary payment to repair/replace lost/damaged equipment/systems/data/facilities
- Deletion of software, videos, etc. if there is sufficient doubt that these were legally obtained
- Loss of privileges, e.g., email, network, system account, iPad/laptop/computer/camera use
- Suspension (for severe violations)

In any specific instance, the school administration makes the final determination as to what is and is not a violation of the Tech Code and also decides the consequences of a violation.

Information Technology Services

UAS Information Technology department provides services across a broad range of computing and communications technologies that support learning, teaching, research, and administration. The goal of the IT department is to provide exceptional customer service to UAS faculty, staff and students through providing information technology solutions that exceeds their expectations.

IT HelpDesk

Universal American School IT HelpDesk is the single, central point of contact for requesting IT services and support, or to ask computing questions. The Help Desk can be reached through e-mail (HelpDesk@uasdubai.ae) or via phone (+971-4-232-5222 ext 2220). It is staffed 7:30 a.m. to 4:00 p.m. Sunday through Thursday. The IT department also maintains a professional learning and technology helpdesk website which lists answers to frequently asked computing questions as well as offers tools for resolving common computing issues.

SECTION 4: STUDENT ACTIVITIES

After School Activities	21
Athletics	22

AFTER SCHOOL ACTIVITIES

An activities program is developed and supervised by the Principals and is the responsibility of a designated coordinator. Teachers are expected, as part of the contract, to participate in and supervise programs.

Class attendance is mandatory for the entire school day before a student may attend an extracurricular activity. Participation in extracurricular activities is an additional responsibility that should not conflict with the student's primary academic responsibilities. Students who are on academic or behavioral probation will NOT be permitted to participate in after school activity during their probationary period. Students who have been assigned After School Detention, In-House Suspension, or Out-of-School Suspension may not participate during the affected period.

ATHLETICS

The Secondary Assistant Principal, in liaison with the Athletic Director, is responsible for determining the eligibility of students prior to allowing their participation in any sports activity at any time of the year. Coaches are responsible for submitting the names of students who are trying out for a sport and for submitting a list of students who are selected for participation.

Students may not participate on any UAS team if they are absent from school on that day.

Student-athletes are required to meet the following criteria in order to participate and travel with their respective teams:

- Demonstrate regular attendance and punctuality at school
- Fulfill all classroom work requirements and meet teacher expectations
- Minimum G.P.A of 2.0 (no course grades below "2")
- Maintain high standards of behavior

A student that fails to meet any of the above criteria will be suspended from the athletic program until all academic obligations set forth by the teacher(s)/coach/AD are met within a designated

timeframe not exceeding two weeks. If a student fails to meet the academic expectations they will be suspended from the athletic program for one full year.

If a student is on academic/behavioral probation they will be removed from the athletic program for a designated time frame determined by the school administration and Athletic Director.

Before a student-athlete is reinstated for full participation on their team they will need to meet with their teacher(s), administrator, and Athletic Director in order to determine eligibility.

Coaches must read the guidelines given by the Athletic Director. Coaches must seek approval for any team uniform changes/proposals.

SCHOOL SPONSORED ACTIVITIES AND FUND-RAISING

All activities involving fund-raising by student groups must have the authorization of the assistant principal. No individual student or student group may represent UAS without prior school authorization. The school's name may not be used to advertise groups or activities without the Director's expressed consent.

Student groups must complete the **Activity Application, Approval, and Notification form** and submit the fully completed form via email at least two (2) weeks prior to the planned activity to the high school assistant principal and administrative assistant. The group's supervising teacher must be copied on the email. See the form for additional information and procedures.

Student groups must complete the **Fundraising Proposal form** and submit the fully completed form via email at least two (2) weeks prior to the planned activity to the high school assistant principal and administrative assistant. The group's supervising teacher must be copied on the email. See the form for additional information and procedures.

SECONDARY STUDENT GOVERNMENT

The purpose of the Student Government is to develop student leadership, acquire and apply democratic decision-making principles with procedures, and provide service to the school, faculty and student body.

The UAS Secondary School Student Council is comprised of an executive team and student representatives from grades 9-12. Bylaws and other self-governing regulations shall be developed by the student council.

Representatives from each grade will focus on one the following portfolios:

- ⇒ Community support
- Organize emergency relief efforts
- Plan school based activities that strengthen the UAS community (Spirit Days)
- Link with organizers of International Day
- Support and help organization of National Day events
- Celebrate our UAS communities' National Days

Actively promote mother tongue within UAS
Support and be a member of the Environmental Club

⇒ Student Welfare

Support student community

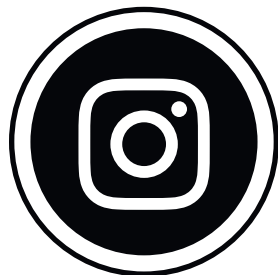
Offer a forum for student concerns

Build positivity and support network through the school year groups (Pep rally)

Building links between different niches within our school

Organize and execute a school wide initiative to ensure that UAS is conducive to a positive and environmentally sustainable environment.

FIND US ON SOCIAL MEDIA



www.instagram.com/uasdubai/



UNIVERSAL AMERICAN SCHOOL
PO Box 79133, Al Badia, Dubai Festival City,
Dubai, UAE
www.uasdubai.ae
T: +971 4 232 5222
F: +971 4 232 5545
E: info@uasdubai.ae