



YAS
AMERICAN ACADEMY

PARENT HANDBOOK 2025 - 2026

Yas American Academy's Vision

To holistically develop confident learners with the skills, knowledge, and passion to contribute to an inclusive and more sustainable global society.

رؤية أكاديمية ياس الأمريكية

تطوير متعلمين بشكل متكامل، ليكونوا
واثقين بأنفسهم وتزويدهم بالمهارات
والمعرفة والشغف للمساهمة في مجتمع
عالمي متنوع وشامل وأكثر استدامة.

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Introduction

A strong partnership between Yas American Academy and our families is essential to ensuring that students' well-being remains at the center of a meaningful and effective educational journey. At Yas American Academy, we are committed to working closely with families to support the safety, well-being, and academic success of every student.

In line with ADEK requirements, all families are expected to read the school's Parent Handbook and Parent Agreement (found at the end of this handbook) and confirm that they have read and understood both documents. This mandatory process must be completed annually by all families.

This handbook is designed to guide families through all key aspects of life at Yas American Academy and provide essential information related to your child(ren)'s education and welfare. It outlines our policies, programs, procedures, expectations, and includes links to important ADEK policies. As a school that follows the Massachusetts state curriculum and offers a robust Advanced Placement (AP) program, we aim to prepare students for both academic excellence and lifelong success.

Leadership and Administration Responsibilities

| EXECUTIVE LEADERSHIP TEAM | |
|---|----------------------------------|
| Job Title | Contact |
| Principal/CEO | principal@westyasacademy.sch.ae |
| Head of KG & Elementary School | mgill@westyasacademy.sch.ae |
| Head of Middle and High School | tnelson@westyasacademy.sch.ae |
| Assistant Principal – Dean of Students (Child Protection Officer & DSL) | gcarroll@westyasacademy.sch.ae |
| Assistant Principal – KG & Elementary School | khealy@westyasacademy.sch.ae |
| Assistant Principal – Data & Assessment | Csmith2@westyasacademy.sch.ae |
| Assistant Principal – Head of Inclusion | hgrange@westyasacademy.sch.ae |
| Associate Assistant Principal – Ap Co-Ordinator | YAAhadar@westyasacademy.sch.ae |
| Operations and Service Manager | Bernard.usana@aldareducation.com |

| ADMINISTRATION TEAM | |
|----------------------------|-------------------------------------|
| Job Title | Contact |
| HR Officer | hr@westyasacademy.sch.ae |
| Registrar | registrar@westyasacademy.sch.ae |
| Admissions Officer | admissions@yasamericanacademy.ae |
| MS/HS Receptionist | reception@yasamericanacademy.ae |
| KGE Receptionist | reception@yasamericanacademy.ae |
| Attendance Officer | Nalomaira@westyasacademy.sch.ae |
| Finance Officer | Noreenhassan1@westyasacademy.sch.ae |
| Accountant | Mahammad.nekkare@aldareducation.com |
| Parent Relations Executive | Pre@yasamericanacademy.ae |
| Examination Officer | felchami@westyasacademy.sch.ae |
| PA to Principal/CEO | pa@westyasacademy.sch.ae |

| HEADS OF GRADE/DEPARTMENT | |
|------------------------------------|----------------------------------|
| Job Title | Contact |
| Head of Department - KG | anorman@westyasacademy.sch.ae |
| Head of Department – Grade 1 & 2 | kscully@westyasacademy.sch.ae |
| Head of Department – Grade 3,4 & 5 | Lwilliams2@westyasacademy.sch.ae |
| Head of Grade 6 | kthorne@westyasacademy.sch.ae |
| Head of Grade 7 & 8 | gstrydom@westyasacademy.sch.ae |
| Head of Grade 9 & 10 | acooper@westyasacademy.sch.ae |
| Head of Grade 11 & 12 | mdutta@westyasacademy.sch.ae |

| HEADS OF DEPARTMENT | |
|------------------------------|---------------------------------|
| Job Title | Contact |
| Head of MS/HS Mathematics | gmafhoud@westyasacademy.sch.ae |
| Head of MS/HS English | nakhter@westyasacademy.sch.ae |
| Head of MS/HS Arts | kbanyai@westyasacademy.sch.ae |
| Head of MS/HS Science | tmccall@westyasacademy.sch.ae |
| Head of Whole School MoE | zmohamed@westyasacademy.sch.ae |
| Head of Whole School PE | tmacauley@westyasacademy.sch.ae |
| Director of Sport | rweaver@westyasacademy.sch.ae |
| Head of Whole School Arabic | amoustafa@westyasacademy.sch.ae |
| Head of Whole School Islamic | Balaali1@westyasacademy.sch.ae |

| OTHER LEADERSHIP ROLES | |
|-------------------------------|-------------------------------------|
| Job Title | Contact |
| KGE Tech Coach | lbezuidenhout@westyasacademy.sch.ae |
| MS/HS Tech Coach | ebergh@westyasacademy.sch.ae |

The School Day

Times of the Day – KG & Elementary

| Monday - Thursday | | Friday | |
|-------------------|-------------------|--------------|-------------------|
| Homeroom | 7.30am – 7.45am | Registration | 7.30am – 7.45am |
| Period 1 | 7.45am – 8.35am | Period 1 | 7.45am – 8.35am |
| Period 2 | 8.35am – 9.25am | Period 2 | 8.35am – 9.25am |
| BREAK | 9.25am – 9.45am | BREAK | 9.25am – 9.45am |
| Period 3 | 9.45am – 10.35am | Period 3 | 9.45am – 10.35am |
| Period 4 | 10.35am – 11.25am | Period 4 | 10.35am – 11.25am |
| Period 5 | 11.25am – 12.15pm | Period 5 | 11.25am – 11.55am |
| Lunch | 12.15pm – 1.10pm | | |
| Period 6 | 1.10pm – 2.00pm | | |
| Period 7 | 2.00pm – 2.45pm | | |
| ECA | 2.45pm – 4.00pm | | |

Times of the Day - Middle School

| Monday - Thursday | | Friday | |
|-------------------|-------------------|--------------|-------------------|
| Registration | 7.30am – 7.45am | Registration | 7.30am – 7.45am |
| Period 1 | 7.45am – 8.35am | Period 1 | 7.45am – 8.35am |
| Period 2 | 8.35am – 9.25am | Period 2 | 8.35am – 9.25am |
| BREAK | 9.25am – 9.45am | BREAK | 9.25am – 9.45am |
| Period 3/Homeroom | 9.45am – 10.05am | Period 3 | 9.45am – 10.35am |
| Period 4 | 10.05am – 10.55am | Period 4 | 10.35am – 11.25am |
| Period 5 | 10.55am – 11.45am | Period 5 | 11.25am – 12pm |
| LUNCH | 11.45am – 12.20pm | | |
| Period 6 | 12.20pm - 1.10pm | | |
| Period 7 | 1.10pm – 2.00pm | | |
| Period 8 | 2.00pm – 2.50pm | | |

Times of the Day - High School

| Monday - Thursday | | Friday | |
|-------------------|-------------------|--------------|-------------------|
| Registration | 7.30am – 7.45am | Registration | 7.30am – 7.45am |
| Period 1 | 7.45am – 8.35am | Period 1 | 7.45am – 8.35am |
| Period 2 | 8.35am – 9.25am | Period 2 | 8.35am – 9.25am |
| Period 3/Homeroom | 9.25am – 9.45am | Period 3 | 9.25am – 10.15am |
| BREAK | 9.45am - 10.05am | BREAK | 10.15am – 10.35am |
| Period 4 | 10.05am – 10.55am | Period 4 | 10.35am – 11.25am |
| Period 5 | 10.55am – 11.45am | Period 5 | 11.25am – 12pm |
| Period 6 | 11.45am – 12.35pm | | |
| Lunch | 12.35pm – 1.10pm | | |
| Period 7 | 1.10pm – 2.00pm | | |
| Period 8 | 2.00pm – 2.50pm | | |

Admissions

School Tours

Parents are welcome to visit the school prior to submitting an application so that they may familiarise themselves with the facilities, location and the quality of education offered in Yas American Academy. School tours are led by the Parent Relations Executives and/or a representative from the school's leadership team, with a member of the admissions team present for any questions relating to admissions. Tours can be booked via the Aldar Academies website (<https://www.aldaracademies.com>), or through calling the school, and are held in person and/or virtually.

Applications

Applications for Admissions are accepted via the on-line form on the Aldar Academies website (<https://www.aldaracademies.com>). The on-line registration form feeds directly into Aldar Academies' student database.

The Yas American Academy Admissions Department is required to sort applications according to the admissions criteria below:

- Applications are dealt with on a first-come-first-served basis. Principals may use information from admission tests (MAP tests) or assessment visits to prioritise the application of individual cases to ensure an appropriate balance of gender, nationalities, English as an Additional Language (EAL), medical or additional support needs across a grade or phase of the school.
- Where a year or grade is oversubscribed, we may have to decide between two or more candidates who meet our admission criteria. In such circumstances, priority placement will be given to those students with:
 - A sibling already in the school.
 - A student whose parent is a current member of our staff.
 - A student who wishes to transfer within Aldar Education network.
 - A student whose parent is a current member of the Aldar group.
 - A student with a particular skill, talent, or aptitude.

It is the responsibility of the parent to update Aldar Academies on any changes that may lead to a misinformed decision on a child's application, or changes to personal contact details or personal status.

Entry Assessment Process and Requirements

Admissions consider the current capacity at the recommended grade level for shortlisting applications for the school to consider. The school will give special attention to an applicant's prior academic and non-academic records (as measured by grades, previous school reports and attendance) and may decide to:

- Offer a place without an assessment on the strength of a previous school report.
- Offer a place on the strength of a previous school report when transferring within Aldar Academies.
- Invite a student to the school for an assessment. The purpose of the assessment is to evaluate the skills of each student and, in the case of younger children, assess school readiness and levels of maturity. The assessment will provide a basis for the school to identify any support or intervention judged necessary to support admission.
- Applicants for KG will be invited to attend an observational playdate.
- Applicants for in Elementary and above may be required to sit a test in the form of an on-line computer assessment.
- Admission tests will only take place if there is space in that grade for your child.
- Yas American Academy reserves the right to refuse requests for repeating assessments.

Rejection of Applications

Aldar Academies maintains the right to decline applications where it is deemed that it would not be in the best interests of the child to be placed at the school. In such circumstances, the school will submit an 'inability to accommodate' notification to ADEK and families within 7 days of the admission decision being made. Such circumstances may include:

- Students for KG who are not fully independent and toilet trained.
- UAE students with severe autism who would be better suited to a specialised environment where they can access specialized provision and intensive therapy.
- Low academic ability and being unable to access curriculum
- Previous de-enrolment from the school
- Behavior related concerns

Children applying for a place in lower grades will not be rejected due to a lack of English. Similarly, at later stages of the school, a student's lack of age-appropriate English skills should not prohibit admission but could provide the basis for planning additional support or additional staffing requirements.

Offers

The offer of a place is at the discretion of the Principal as guided by this policy and ADEK regulations. Upon receipt of confirmation from the School, Admissions will issue an 'Offer Letter' confirming a place at the School and the Year the student will be placed in, including the registration fees pro-forma invoice.

Conditional Offers

Following assessment and in consultation with the parents, YAA may offer a conditional place at the discretion of the Principal, and subject to appropriate support arrangements to enable the child to fully access the curriculum at the appropriate age level.

The school reserves the right to withdraw the offer if the terms of the conditional offer are not met. Conditional offers are reviewed on an annual basis.

Acceptance of offer

Families have seven calendar days to complete the Digital Acceptance Form, accept the terms and conditions. If the 'Digital acceptance Form' is not received by Aldar Academies after the deadline stated in the offer letter, the school has the right to withdraw the offer.

Once the parent accepts the offer's terms and conditions, they are requested to upload the registration fees payment proof as per the proforma invoice included in the offer. The Finance department will issue receipt once the amount reflects on the school bank account and confirm the seat. This fee is deducted from the tuition fees for the initial year of admission. However, the registration fee is non-refundable if the place is not taken up, though it can be transferred if the child takes a place at another Aldar Academies' school. Registration fees for school places for the following academic year stated on the offer letter.

Parents must submit their child's documents to be registered in ADEK's student registration database, eSIS. This is including but not limited to previous school transfer certificates and reports, medical books, vaccination cards, Emirates Identity cards, birth certificates. Admissions will provide parents with 'Essential Documents and Forms Pack' with the offer of a school place. Registration can take place at any time of the academic year but will be dependent upon ADEK approval in case the registration is received outside the specified registration window indicated by

the relevant authorities. Once a child is registered, parents are not permitted to request a grade or class change without justification.

Parents will not hold the school responsible, if their child does not make minimum required academic progress, and/or abide by the school's behavioral expectations as outlined in the 'Student Home School Agreement'.

People of Determination

If any declaration of additional support needs is made within the application, then Yas American Academy will seek to meet the child and parent/s in person to assess needs and support. The Head of Inclusion/Assistant Principals and/or Head of Grade may be involved in these meetings and further assessments may be required.

Students with additional support needs will be offered support appropriate to their needs as long as it is determined that the school is able to fully accommodate their needs and that the school is the correct educational placement for them. In line with the ADEK Inclusion Policy, the school reserves the right to request additional school fees where a student's needs require specialist support and intervention beyond YAA's standard inclusive provision.

Medical, chronic health conditions and/or English as an Additional Language (EAL) where additional support is required at school, shall not limit access to the school as long as the needed support is within the scope of the school.

Should parents fail to disclose any relevant information about their child's mental, psychological, physical or behavioral needs, the offer of a place may be withdrawn if the school is unable to cater to the educational needs of the student.

Reasons for not offering a place and re-applications

Aldar Academies has the right to withdraw an offer of a place:

- For new students or current Aldar Academies' students for students who fail to pass the previous academic year.
- For any family who has failed to pay their registration fee and/or Term 1 tuition fees or provide the necessary documents prior to the start of school.
- Should parents fail to disclose any relevant information about their child's mental, psychological, physical or behavioral needs, if the school is unable to cater to the educational needs of the student.
- For the following academic year from any family who has failed to settle any outstanding invoices, despite a series of documented reminders and communications.
- For the following academic year should the student fail to comply with school's Academic Standards.
- For the following academic year should the student fail to comply with school's behavioral standards as outlined in the YAA Student Behavior Policy.

Grade Placement

Aldar Academies require children to be a minimum of 3 years old on or before the 31st of August of the current school year for Nursery and 4 years old on or before the 31st of August of the current school year for FS2.

Children will be placed in year groups or grades in accordance with ADEK regulations. Where practical, a child will be placed into the year group according to their age from KG and according

to year progression from Grade 2 and above. For example, when a child completes Grade 1 they will be enrolled in Grade 2 and when a student completes Grade 3 they will be enrolled Grade 4.

| English national curriculum schools Year system | | American curriculum schools Grade system | |
|---|--|--|--|
| Year Group | Minimum age on 31 st August | Grade | Minimum age on 31 st August |
| Nursery | 3 years | Pre-KG | 3 years |
| FS2 | 4 years | KG1 | 4 years |
| Year 1 | 5 years | KG2 | 5 years |
| Year 2 | 6 years | Grade 1 | 6 years |
| Year 3 | 7 years | Grade 2 | 7 years |
| Year 4 | 8 years | Grade 3 | 8 years |
| Year 5 | 9 years | Grade 4 | 9 years |
| Year 6 | 10 years | Grade 5 | 10 years |
| Year 7 | 11 years | Grade 6 | 11 years |
| Year 8 | 12 years | Grade 7 | 12 years |
| Year 9 | 13 years | Grade 8 | 13 years |
| Year 10 | 14 years | Grade 9 | 14 years |
| Year 11 | 15 years | Grade 10 | 15 years |
| Year 12 | 16 years | Grade 11 | 16 years |
| Year 13 | 17 years | Grade 12 | 17 years |

The requirements for equivalency and the national high school certificate will be taken into consideration when placing a student in the appropriate year group. Students must complete 12 years of continuous schooling, successive year must follow, and they must graduate in Grade 12.

In the case of students who receive additional educational support, the educational goals and purposes stipulated in their Documented Learning Plan (DLP) will be adjusted to accommodate the promotion. Any exceptions are subject to pre-approval by ADEK on a case-by-case basis.

Promotion

In rare cases, new and current Yas American Academy students may be required to repeat a year subject to the availability of comprehensive information on school attendance, academic performance and/or student maturity and/or age appropriateness. In these circumstances, a decision to retain a child and not promote to the following year group must be made with the approval of parents and the agreement of ADEK.

A child may not be promoted if:

- Cycle 2 or 3 students do not meet the promotional requirements as per the ADEK approved curriculum and fail to make progress follow the tiered interventions outlined in the ADEK Educational Risk Policy
- Children in KG who have an overall absence rate of above 10% of the total calendar days are at risk of not being promoted and will be reported to ADEK

The parent shall be requested to sign an acknowledgment confirming they are aware of the implications listed below and that the request is accepted at their discretion with no liability on the school or ADEK:

- Continuity and loss of retention opportunities as a student cannot repeat a Grade more than twice in their school career.
- Equivalency requirements.
- Military service for male students.

Intention and Registration

Parents of current students are required to confirm their intentions for the following academic year before the deadline given by YAA within Term 3.

The Parent Relations Executive will send an Intention and Registration communication to current parents in January with a link to the Leavers' Survey and a Leavers' Form. The registration fees invoice will be sent in April.

To secure their place for the following academic year, parents are required to pay a registration fee. This fee will be deducted from the tuition fees for following academic year. Failure to pay the registration fee may result in their place being withdrawn.

For more information on the linked ADEK policies, please refer to the ADEK Student Administrative Affairs Policy; the ADEK Parent Engagement Policy, the ADEK Educational Risk Policy; the ADEK Fees Policy and the ADEK Inclusion Policy.

Assessment

Assessment for Learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this and how they can achieve this aim (i.e. to close the gap in their knowledge and skills). Self-evaluation is a key component of assessment at Yas American Academy. Students use rubrics, checklists or success criteria to evaluate their own work.

Formative Assessment is an assessment for learning method. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment happens during the learning; helps to improve and enhance learning; assists in growing learning; completed with learners; is personally referenced and is focused on the process.

Feedback given to students should be about the specific qualities of their work with advice on what they can do to improve and should avoid comparison with other students. This can be seen in books in the green and pink comments. Green comments reflect what the student has done well. Pink comments reflect a target or next step in learning to help them improve. Purple pen is used by the students to respond to comments or edit and improve their work.

In KG & Elementary Schools, for the younger children, marking symbols are used to share feedback with students who may not have the reading ability to access the comments.

In the Middle and High School and in line with the Marking and Feedback policy, the expectation is that a Dedicated Improvement and Reflection Time (DIRT) Evaluation is completed every three weeks.

We give our students regular verbal and written feedback on their learning so that they understand how to make progress. Their involvement in the review process raises standards, and it empowers students to reflect on how to move towards their next steps in learning.

Assessment of learning (summative assessment) involves judging students' performance against Massachusetts curriculum standards. Teachers make these judgements in alignment with the school's assessment calendar.

Summative Assessment is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning. Examples of these are:

- End of topic/unit tests/project
- Internal school examinations
- External examinations

Summative Assessment happens after the learning; proves learning has taken place; assists in measuring learning and is focused on the outcome.

The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal such as:

- Students self-assessment
- teacher-student interactions/verbal feedback
- home learning and course work
- end of topic / unit assessments
- formal internal tests
- formal externally set examinations

Attendance and Punctuality

If your child is absent from school for any reason, we will require a formal communication from parents, stating the reason. If this is not received, then your child will be marked absent unauthorised.

Parents are encouraged to try and make doctors' appointments etc. outside of school hours. Interrupting lessons is not only detrimental to your child's learning but that of the rest of the class too.

In KG & Elementary if a parents wished to collect their child early, they need to contact the relevant reception and security will be sent to collect your child from their class.

In Middle and High school, if a parent wishes to collect their child early, the following procedure must be followed: An early collection form must be completed and signed off by the AP Dean of Students at least **24 hours in advance**. When this has been approved, reception will email the class teacher who will in turn contact the necessary specialist teachers if applicable. Parents can then collect their child from reception at the approved date and time.

For all students in the school, if prior notice is not provided, parents may experience a longer wait time while we locate and escort your child to the Main Reception in a big and busy school. Across the school, cut off time for early collection is 2pm. After this time, families are expected to wait until the end of the day to support our security staff in managing the end of day pick up points.

Your child is expected to be in school from **7.30am**, where they will be registered, receive important information, pay respects to the anthem of the UAE and get ready for their day of learning.

For KG & Elementary School students, the register will be taken every morning to ensure students are present, safe and accounted for. For Middle and Senior School students, every lesson will be registered and attendance is mandatory.

More information can be found in the ADEK Student Administrative Affairs Policy.

Behavior and Rewards

The below principles and practices are pre-requisites of successful learning and good behavior at Yas American Academy:

- Well planned lessons that are suitably differentiated to take into account the age, ability and needs of the students and that plan for 'positive opportunities' to happen
- Lessons that are purposeful and relevant, and provide challenge at an appropriate level of difficulty
- Learning objectives and/or outcomes made clear to students
- Clear routines of classroom practice that are consistent and well established
- Regular and frequent assessment and feedback

Whole School use of Positive Recognition and Rewards

At Yas American Academy, we recognise that praising students is important for promoting positive attitudes to school, learning and good behavior. There are a multitude of ways in which positive behavior is recognised and rewarded:

Verbal Recognition

- Verbal praise to the student(s) acknowledging what they have done and outlining why it is positive/commendable
- Public praise (in class, in assembly or via social media)
- Epraise points to individual students

Written Recognition

- Written comments in exercise books or on students' work
- Displays of student(s) work in the classroom or around the school
- Letter/email from Hoemroom teacher/Class Teacher/Subject Teacher or a member of leadership team to the family of the student
- Weekly awards in assebmly
- Star of the Week in Lower School

Celebration Awards

- Termly Attendance Awards
- Termly Inspiration and Aspiration Awards
- Annual End of Year Awards (Pastoral/Academic/Creative/MoE/Sports)
- Student of the Year Award
- YAA Honours

Participation in a Special Event or Activity

- Participation in a school trip or special event for selected students
- Opportunities to represent the school or Aldar Academies

Behavior overview

On occasion, some students will, for a variety of reasons, sometimes fail to meet the standards of behavior that we have at Yas American Academy. Disruption to lessons cannot be tolerated since it denies other students their 'right to learn'.

Low level disruption in lessons may include:

- shouting out – talking out of turn
- lack of respect for students/staff/property
- being off task and distracting others
- arriving late for a lesson
- not having the correct equipment for lessons

In line with the Yas American Academy Behavior Policy, disruptive behavior will be dealt with by the class/subject teacher in the first instance. Consistency in the way disruption is dealt with is vital so that students know the boundaries within which they can work and learn. Communication with parents early on is also necessary to help prevent low-level disruption from escalating.

Practical subjects will have additional codes of conduct that focus on health and safety such as Physical Education, Science and Design Technology. At the start of each term (and when necessary, at the start of each lesson), the teacher will make these codes clear to students and display them as appropriate.

Elementary School Procedures and Expectations for Behavior

Role Models

- All members of our school community should be exceptional role models in displaying our TRACK Values and demonstrate high levels of the attributes we wish to see in our children

Movement around the school

- Children in the Elementary School should be led by their class teacher/specialist subject teacher in single file when moving as a class
- They should always walk sensibly and quietly from one place to the other especially at assembly times and transition times
- The class teacher should ensure their class are settled in the specialist lesson before leaving
- Care should be taken on the stairs, remembering to walk on the right hand side at all times

Playtime and lunchtime

- Children are not to leave classrooms for lunch, eating or playtime without adults walking with them
- Staff will be on duty and are expected to be on time. A member of staff will always be present to supervise children appropriately
- Adults on duty should engage with playtime activities alongside the children and interact with children who need additional social support
- Duty staff will observe the student interactions carefully, and intervene when required.
- Adults on duty at lunch ensure that lunch eating time is a calm and social event

Class and shared areas

- Each class teacher will establish guidelines for behavior in classrooms and specialist lesson areas, as appropriate to individual cohorts and underpinned by the YAA Values
- Children are responsible for tidying up after themselves, this should not be done for them
- Expectations will be made clear through photographs and guidance from adults

Behavior Management in the Elementary School: Consequences

Stage 1: A subtle warning

This is acknowledgement that the adult has noticed the child's behavior. It could take the form of an eyebrow raise in their direction or a verbal acknowledgement as you walk past.

Stage 2: STOP!

This is a direct verbal communication with the child. Teachers may wish to thank two other children who are doing the 'right thing'. Positive phrases to support good behavioral choices should be used:

- Are you ok?
- How can I help?
- How shall we solve this problem?
- What can we do about that?

Stage 3: Review

If a child continues with the undesirable behavior it is now time to review it together. The adult clearly outlines what has happened until this point and outlines the child's choices for next steps. For example, *Fatima you have been consistently speaking and disrupting this class. I have already had a little chat with you and you told me you were ok, you can choose now whether to get along with your work and feel proud at the end of the lesson or continue to make the wrong choices that will mean you have no work completed at the end of the lesson and could mean you having to go to reflect at lunch time.*

Stage 4: Reset

If a child continues to make the wrong choices then they may need to be given a chance to reset their behavior. This can take the form of a 'time out' or a distraction such as an errand to another classroom

The intention of the stages above are to enable a child to make a bridge to change their behavior. If the behavior continues and the stages above are unsuccessful the child may be given 'Reflection Time' at lunch with a member of PLT. The session will be based on a discussion around emotions, understanding feelings, behavior, consequences of actions and how to behave differently in future. The incident will be logged on CPOMs and the teacher who sent the child to 'Reflect' will call the parents to notify them.

For repeated incidents of non-compliance to YAA's behavioral expectations and visits to the reflection room, a coloured card may be issued as outlined below:

Middle and Senior School Expectations for Behavior

The expectations for behavior in the Middle and Senior School are informed by the ADEK Misconduct Policy cited in the ADEK Behavior Policy. The levels and outcomes from the ADEK Misconduct Policy are applicable to students in Grade 6 and above.

| Level 1 Behavior (ADEK Guidance) | Level 2 Behavior (ADEK Guidance) |
|--|---|
| <ul style="list-style-type: none"> • Being repeatedly late to morning lessons or failing to participate without an acceptable excuse • Failing to attend classes on time repeatedly without an acceptable excuse • Non-compliance with the school uniform (regular or PE) without an acceptable excuse • Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g. not staying calm/disciplined during class time, making inappropriate sounds, not dressing modestly, sporting inappropriate haircuts) • Not bringing books or other resources for school without an acceptable excuse • Sleeping or eating during class time or during the assembly without justification or permission (after verifying the student's health status) • Not complying with the completion of homework and assignments in a timely manner • Misuse of digital devices in school (e.g. playing games, viewing social media, messaging, using headphones/earphones in the classroom without permission) • Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee | <ul style="list-style-type: none"> • Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless on ADEK approved Study Leave) • Leaving or entering the classroom during class without permission • Not attending mandatory school activities and events without an acceptable excuse • Inciting quarrels, threatening, or intimidating peers in the school • Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy |

Behavior Management in the Middle and Senior School: Consequences

De-Merit Point System

Disruptive behavior will be dealt with by the class/subject teacher using the de-merit point process outlined below:

Teacher speaks to student about his/her behavior. A warning should be given 'xxx this is your warning, stop talking otherwise the next step is a reflection point 1 (15minute next day refocus session)'

Inclusion

If a student is repeatedly disrupting the learning of themselves and others, the student may need to spend some time in 'Inclusion'. Inclusion is used at the discretion of the Pastoral Team in situations where a student has contravened the behavior policy. Examples of undesirable behaviors may include but are not limited to:

- 2 occurrences of extended reflection within a half term
- Defiance of staff instructions
- Level 2 misbehaviors

The process of inclusion enables a student to be relocated to the Inclusion Room to avoid the issuance of further Reflection Points. During this time students are supported to complete their work by a member of the Pastoral Team, while also engaging in restorative work and conversations.

Reporting

Various levels of refocus cards can be issued to students at the discretion of the Pastoral Team. Students with a refocus card are required to have their card signed by subject teachers upon completion of each lesson for a minimum of 2 weeks.

After a period of two weeks a review meeting between the Head of Grade and student is completed to see if the student will move to the next level as they have failed to meet the expectations of the reporting process or complete their report, based on excellent behavioral outcomes reflected on their report card.

Whole School Behavior Procedures

People of Determination (PoD)

In cases where students with additional needs violate the behavior policy the Inclusion Team shall advise of the students' specific needs and then a decision is made on an individual basis considering the following:

- If the violation is not because of the student's specific needs, the policy shall apply
- If the violation is because of the specific need of the student, the following shall apply:
 - o Develop and implement an Individual Behavior Plan (IBP) as per the level and type of the violation

In case an IBP is existing, the school shall revise and modify that plan in accordance to managing the new behavior that led to the violation.

If the behavior continues, for those students who do the offences because of their specific needs, YAA shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need(s).

Fixed Term and Permanent Exclusions

For Level 3 or Level 4 violations outlined below, it may be necessary to issue a student with a temporary suspension or, for severe breaches in school discipline, there may be no other option but to permanently exclude the student from school.

| Level 3 Behavior (ADEK Guidance) | Level 4 Behavior (ADEK Guidance) |
|--|--|
| <ul style="list-style-type: none"> For Level 3 offences that involve vandalism, parents may be held responsible for paying part/all of the costs of the damage. Fighting with other students which causes injury requiring medical treatment Assault which causes injury requiring treatment Vaping or smoking on campus Possessing, selling, or consuming illegal substances Possessing and/or selling weapons or explosives Committing major actions contradictory to Islamic values and morality Deliberately setting off the fire alarm and so putting staff and students at risk Committing acts of public indecency in school Defaming of staff or school mates on any social media Sexual harassment inside the school Physically assaulting schoolmates or staff (bullying) Stealing or covering up thefts Vandalism of/to religions or instigating sectarianism at school Tampering or vandalism of school buses or causing harm to road users Repetition of Level 2 incidents over an academic year. | <ul style="list-style-type: none"> Third repetition of any Level 3 offence Bringing or possessing any firearm or non-firearm or any of the alike to and in school Sexual assaults inside the school premises or facilities Physical assaults that may lead to physical injuries of schoolmates or staff Leaking exams/ tests or participating in it at any level Causing fires at school or setting school building or facilities on fire Unauthorized impersonating of others for any school transactions or forging any school-specific documents Disrespect to any of the UAE political, religious or social icons/idols Possession, supply, promotion and use of substance (drugs), narcotic drugs and psychotropic substances, or appearing under the influence of drugs or narcotic drugs and psychotropic substances Broadcasting or promotion of ideologies or beliefs that support extremism or atheism that are anti- political or anti-social to the UAE All incidents that can be categorised under any of the above as decided by the Behavior Management Committee. |

Fixed Term Exclusions

Only the School Principal/CEO has the power to temporarily exclude a student. Fixed term exclusions can be for a period of up to 5 days.

Before any decision is made to temporarily exclude a student, a full investigation is undertaken by the Pastoral team. This investigation may involve students and witnesses and will include consultation with the parents.

Permanent Exclusions

Only the School Principal, in consultation with the Aldar Academies Director of Education and ADEK, has the power to exclude a student.

Before any decision is made to suspend or exclude a student, a full investigation is undertaken by the Aldar Academies Disciplinary Committee. The committee will include the Director of Education and may also involve a School Principal from another Aldar Academies school. This investigation may involve students and witnesses and will include consultation with the parents.

The Role of Parents

Parents are encouraged to work collaboratively with the school, as stated in the Parent Agreement, to ensure that students have a full understanding of Yas American Academy's expectations regarding student behavior both in and outside of school. Parents should support disciplinary actions deemed appropriate by school leadership. To facilitate this, parents and Middle and Senior School students are required to sign an additional Home School Agreement in their planners on an annual basis. This clearly outlines key requirements in relation to student behavior, the use of mobile phones, our school uniform requirements and attendance and punctuality, in addition to the main Parent Agreement.

If they wish, parents have the right to appeal against school-based disciplinary action. To register an appeal, parents are requested to complete the Parents' Appeal, the template for which can be found in the Behavior Policy. Depending on the nature of the disciplinary action, parents may be invited to meet with either the School Principal, or with the Aldar Academies Director of Education who may investigate. If concerns remain, they may be invited to meet with a member of Aldar Academies Executive Management Team.

Bullying

There is no legal definition of bullying. However, it's usually defined as behavior that is:

- Repeated over time
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation or individuals that would find it difficult to defend themselves.

It can take many forms, including:

- Physical assault
- Verbal abuse or taunting
- Spreading offensive rumors
- Racist, sexist, religious or homophobic abuse
- Hiding, stealing or destroying personal property
- Extortion
- Threatening behavior or intimidation
- Undue pressure to engage in irregular / unacceptable behavior (truancy etc...)
- Excluding someone from a group or encouraging others to do so
- Threatening behavior through any type of social media for example; e-mails, twitter, Instagram, Snapchat or any other form of cyber bullying, using social media sites.

Yas American Academy takes a zero-tolerance approach to all forms of bullying. Any student(s) who victimise another student will be dealt with as per the Yas American Academy and ADEK Anti-Bullying policies.

Mobile Phones

Mobile phones are strictly prohibited on the school property during school time. Any misuse will result in the phone being confiscated and returned to students at the end of the day.

Any student found in possession of a mobile phone whilst on school property during school hours will be in breach of school policy. As a result, the following actions will be taken:

- The mobile phone will be confiscated and returned to the student at the end of the school day
- 2nd violation, the phone will be kept by the Head of Grade until a parent collects it.
- Repeat violations will require parents to collect the device from school and maybe, at the school's discretion, escalated to a Level 3 violation

In the case of an emergency, students will be able to use school telephone facilities to contact home. Where parents need to contact their child, they should follow standard procedures and contact the school reception.

The ADEK Policies pertaining to this section of the handbook are the ADEK Student Behavior Policy; the ADEK Values and Ethics Policy and the ADEK Cultural Consideration Policy.

BYOD

As a school, we operate a BYOD Policy for children in Grade 3 and above. As part of this, we have a requirement that specific devices are purchased by families, along with our digital safety package to protect children from online risks and support their education. Aldar have teamed up with our technology partner JTRS, an Apple Authorised Education Specialist, to establish the Aldar Education E-Store. This platform allows families to purchase recommended devices and accessories at the most competitive prices. You can access the Aldar Education E-Store by clicking on this link: <https://aldareducation.jtrs.ae>.

All devices brought into our school by students from now onwards will need a digital safety package. To ensure the safety of all our stakeholders; no devices will be allowed into our schools without this package. This is an incredibly important aspect of keeping our children safe online, allowing high quality supervision and monitoring of devices at all time. If your child already has an Apple device, please bring this device into school so that the digital safety package can be added. This can be done by our IT Team. The cost is 285dhs and is valid for the lifetime of the device. As Aldar parents, you can buy carefully crafted technology bundles on our e-store: <https://aldareducation.jtrs.ae>. Just follow the links for Yas American Academy.

Each device will need its own DSL, and the license is device-bound, meaning if a new device is bought at any time, another DSL must be purchased to use it in school. Older students from Year 9 and above are able to use Macbooks as an alternative.

| Recommended IPAD | Recommended MacBook |
|---|------------------------------|
| iPad 9 th Generation – 64GB | MacBook Air 13" with M1 Chip |
| Logitech Combo Touch Keyboard Case | Minimum Requirements |
| Stylus: Skriva (mention that you are a parent at an Aldar school) | Models that are 2020+ in age |
| Minimum Requirements | |
| iPad 8 th Generation, iPad Air 4 th Generation | |
| Keyboard Case | |
| Stylus | |

ECA (Extra Curricular Activities)

At Yas American Academy, ECAs are an important component of our curriculum provision. It provides an extension of the curriculum beyond normal timetabled subjects; an opportunity to develop skills and confidence, seek new challenges and experiences, meet new people, and become further engaged with the school community. Our ECA Coordinator organises the ECA/Enrichment Programme, which are predominantly after-school activities.

The ECA Coordinator will publish ECA/Enrichment details to students and their parents at the beginning of each term outlining the opportunities available. Families will sign-up online via epraise.

Parents and students will be informed at least 24 hours prior to any necessary cancellation of ECA activity.

Health and Safety

Clinic and Nurses

YAA has three nurses appointed to support our children with their medical needs and ensure we can always provide treatment in emergency and non-emergency situations.

If your child has visited the nurse during the school day, the nurse will communicate this information to families. In some circumstances, the nurse may contact families to request that your child is collected from school.

The nurses are responsible for the administration of medication, so if your child is on any medication, for either a short period of time or as part of their daily medical support, this must be shared with the nurse with precise details on how and when this medication should be taken. This includes the handling of emergency medication such as EpiPens. Parents are required to complete a parental consent form on a termly basis or whenever there is a change in your child's medication.

Clinic Equipment

Our clinics are stocked aligned to the guidelines provided by HAAD/DoH in terms of equipment, quantities and medications. First aid boxes are checked on a monthly basis, using the online reporting system (Evotix). The nurses ensure that mandatory checks are completed and that any missing items are replaced.

First Aid Training

In addition to the appointed nurses at YAA, a selected number of additional first aiders are identified. Only persons who are comfortable in potentially being required to administer first aid are appointed as a first aider. Employees operating in roles such as physical education, swimming and other higher-risk areas, are trained and competent in emergency first aid care. The required first aider ratio is 20% of total full-time staff. The list of YAA First Aiders can be found following the link and on the schools Health and Safety display board located in Main Reception YAA First Aid Trained Staff.

Reporting incidents

An incident record is completed for all persons visiting the clinic. Certain types of incidents are to be reported to the incident management system (CPOMS). The Nurse at YAA is provided with access to the incident management system in order for them to report such incidents. If there is an incident that requires an ambulance to be called, this will also be reported to Aldar HQ.

Communication

All staff members and security are briefed on the emergency and reporting procedures to follow. The findings of certain incidents will be communicated to all staff members, in order to prevent any reoccurrences. Contractors are briefed on emergency procedures and first aid protocols when entering the school for the first time.

Students with pre-existing medical conditions

High risk student details are stored centrally and shared with all staff for their quick reference and can be found using the following link. Student Medical Records.

Fire Drill

We conduct a fire drill on a termly basis. This is to ensure that all staff, students and visitors to the school are aware of how to respond should a fire be detected in the building. We always endeavour to time these drills in the coolest times of the day in order to protect our children from excessive heat.

In some circumstances, the fire alarm will be activated in an unplanned situation. In these circumstances, we still must evacuate the building, regardless of time of day and temperature. In these situations, we strive to ensure that we can check all is clear in the building as quickly as possible to get students back into the building, whilst still ensuring that all are safe.

Lockdown

We will conduct a lockdown drill (at least) annually. This is to ensure that all members of the school community are aware of the safety protocols should an incident occur.

Families will be told in advance when a lockdown drill is due to take place to avoid creating unnecessary anxiety and stress for our students. Students in the younger years will often practice this before the main lockdown drill.

Nutrition

All students are required to bring a reusable water bottle and healthy snack and lunch to school each day (snack only on a Friday). Lunchboxes are monitored within school and parents will be notified if the provided food does not meet the requirements of the school.

We kindly ask families to follow the guidelines below:

- To protect members of our community who have a nut allergy, Yas American Academy has a 'No Nut Policy'
- Fizzy drinks are not permitted in school
- Please do not provide any hot food. There is an in-school food service through Food Nation for this purpose
- Students will need to bring a full water bottle with them to school
- Students will eat their lunch and snack in the school canteen or allocated eating areas
- For health and safety reasons, students are not permitted to bring in noodle or pasta pots that require hot water to be added
- Students are not permitted to have food of any kind, including donuts and cakes for celebrations, delivered to the school, regardless of whether these are ordered by themselves, families or teachers.

Student Protection and Welfare

Wellbeing is internationally recognised as a prerequisite for 'successful' children and happy communities. OECD (Organisation for Economic Co-operation and Development) defines wellbeing as 'the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life'.

At Yas American Academy, we take the well-being of our community very seriously. We have numerous policies and procedures in place to support this including the below, which can be found on our website:

- Anti-Bullying policy
- Behavior Policy
- CCTV Policy
- Child Protection and Safeguarding Policy
- Climate for Learning Policy; Code of Conduct
- E-Safety Policy
- Health & safety Policy
- Inclusion Policy
- Internet Security Policy
- Intimate Care Policy
- Lockdown Policy
- Safer Recruitment Policy
- Transportation and Traffic Management Policy
- Well-Being Policy

Successful learning is, to a large extent, dependent on the quality of the learning environment and it is the human relationships in the school that most impact on the quality of this environment.

Students will find it difficult to engage with learning programs if they are distracted by significant physical, social or emotional issues.

In order to support well-being at Yas American Academy, the following strategies are in place.

Primary Prevention

Strategies at this level include:

- Building mutual respect and promote safety at school.
- Implementing comprehensive and inclusive curriculum to engage all students in an innovative and creative learning and teaching environment.
- Enhancing school attendance
- Encouraging supportive mutually interdependent relationships.
- Building leadership capacity in students developing through curriculum, good citizens, in the local community and globally through online interactions
- Engaging parents/families in the learning process with a specific focus on how to support a student's wellbeing
- Develop partnerships within and beyond the school to support the wellbeing of students and families
- Strategically planned transition for all students through their school journey
- Buddying system and opportunities for cross age collaboration

Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs
- Providing parent meetings to set goals and review progress
- Developing programs and individual learning plans to improve skills
- Providing early intervention through internal and external professionals such as the school counsellor, Inclusion specialists, speech therapists, educational psychologists or educational advisors as required

Intervention

Strategies at this level include:

- Establishing a support group for the student
- Linking to appropriate support staff/agency
- Monitoring and evaluating progress
- Provide ongoing intervention through internal and external professionals such as school counsellor, Inclusion specialists, speech therapists, educational psychologists or educational advisors as required
- Post intervention
- Ongoing after care for students and families to include relevant handover and family liaison including the internal and external professionals as outlined above

Critical incident

A sudden and unexpected overwhelming event (trauma, accident or emergency) would evoke the school's critical incident management plan.

ELT and the extended pastoral team would convene to plan to support the needs of students and families as required, initiating internal and external support, ongoing monitoring and evaluation of recovery plans specific to individual cases.

Strategies that Yas American Academy is committed to developing to assist in nurturing an effective whole-school well-being and behavior management policy include:-

- Positive student-student relationships
- Anti-bullying strategy
- Child Protection and Safeguarding policy
- Behavior policy
- Rewards and recognition
- Embedding social skills
- Positive and regular involvement with parents
- Ongoing and frequent staff collaboration
- Student wellbeing program
- Student leadership and ownership of aspects of student well-being such as providing the weekly well-being tip of the week
- Community service opportunities
- 'Results through relationships'
- School pride and high expectations
- Student Wellbeing Team
- In line with the Carnegie School of Education, Mental Health Award for Schools, Yas American Academy is also committed to developing well-being in each of the following competencies:
 - ✓ Leadership and strategy
 - ✓ Organisational structure and culture – staff
 - ✓ Organisational structure and culture – pupils

Transportation

Transport Provider

Transportation for students is provided by Emirates Transport who is an authorized provider, are well acquainted with running school buses and follow the norms laid down by the DoT. Our Transportation and Traffic Management Policy is intended to ensure provisions are in place to support the transportation of students to and from school each day.

As part of commitment to student well-being, our Bus Supervisors undergo a range of training, including, but not exclusive to, Child Protection and safeguarding, Health and Safety, and Communication.

Transport Coordinator

Yas American Academy has a designated transport coordinator who handles all transportation arrangements on behalf of the school, Mr. Irshad.

Incident Communication

All students to sign a code of conduct to ensure appropriate behavior on the buses.

If any incidents occur, all incidents will be recorded by the bus supervisor as per the student code of conduct procedure and this will be reported to the Operations team.

Operations Responsibility

The FSO is responsible for managing all bus-related issues including day-to-day operations, compliance check, parent complaints etc.

Traffic Management Plan

In the interest of safety and the efficient operation of Drop Off & Pick Up zones, the school follows staggered pick-up and drop-off times. The arrival of buses is manned between 7.30 AM and 7.50 AM for all buses at the parking behind the school and the dispersal is manned between 2.15 PM and 2.50 PM. Our Transportation and Traffic Management Policy is in place and reviewed annually.

Student Code of Conduct

- Be on time: Students should arrive at the bus stop at least 5 minutes before the scheduled pick-up time. Being punctual ensures that the bus can maintain its schedule and reduces the chances of students missing the bus.
- Seatbelt use: Students must always remain seated during the bus ride and fasten their seatbelts. This is crucial for their safety in case of sudden stops or accidents.
- No standing or walking: Students should not stand or walk around the bus while it's in motion. This rule is essential for maintaining balance and preventing accidents.
- Respect others: Students should show respect to both their fellow passengers and the bus staff. This includes being polite and considerate to others on the bus.
- No eating or drinking: Eating and drinking on the bus can lead to messes, distractions, and potential allergies or health concerns. It's best to avoid these activities while on the bus.
- Keep the bus clean: Students should refrain from damaging the bus and help keep it clean. This includes not vandalizing the bus and properly disposing of any rubbish in provided containers.
- Closed windows: For safety reasons, students should keep the bus windows closed. This prevents objects from being thrown in or out and helps maintain a safe environment.
- Follow instructions: It's important for students to follow any instructions given by the bus attendant or driver. This is crucial for the safety and orderliness of the bus.
- Personal belongings: Students should take all their personal belongings with them when leaving the bus. It's their responsibility to ensure they don't leave anything behind, as the bus company is not responsible for lost items.
- Report inappropriate behavior: If students witness or experience inappropriate behavior on the bus, they should inform the bus attendant. This helps maintain a safe and respectful environment for everyone.

Yas American Academy Parent Agreement

A constructive relationship between Yas American Academy and our families is essential for ensuring that students' well-being is at the heart of an effective educational experience. For the benefit of both Yas American Academy and our families, these relationships should be clearly defined in a formal contract. Yas American Academy and our families will work together to ensure the safety, wellbeing and success of our students. This Parent Agreement must be read alongside the Parent Handbook as this offers full details on the areas outlined in this agreement.

To ensure all parties understand their roles and responsibilities, families are required to read these documents thoroughly and once any questions have been answered by the school, and the **Parent Handbook** and **Parent Agreement** have been read and understood, confirm this via **XXX**. The terms and conditions outlined in this contract may serve as a reference for dispute resolution.

Yas American Academy Code of Conduct for an effective home, school partnership:

The responsibilities of the school:

a) Communication

- To ensure the Yas American Academy Vision, Strategic Intentions and Key Drivers are shared with families

- To ensure all emails and phone calls are responded to within 24 working hours, ensure all staff abide by the expected response times during school working hours, and offer alternative contact information for emergencies as per the ADEK Student Administrative Affairs Policy
- To ensure that all communication is shared with families in a timely manner
- Communicating to parents all policies, possible changes and immediate announcements
- To ensure that communications are accessible through our Parent Portal
- Enable courteous, respectful and professional parent-staff communication channels
- Share the approved ADEK calendar annually
- Communicate key events with families including celebrations, parent engagement events and school closures
- Inform families of our bus services and parental obligations in line with drop off and pick up protocols

b) Learning, Assessment and Reporting

- Exercise fairness, objectivity, transparency and credibility in the assessment reports shared with parents
- To provide parents with direct access to all members of staff who are planning for or providing additional support for your child (e.g. Inclusion Support, Counsellor, Social Worker)
- Provide clear guidance on how to understand your child's assessment results
- Contact and notify families when necessary to discuss any academic or behavioral issues
- Inform parents of your child's progress through regular assessment reports and Parent Teacher Conferences (3 per year)
- Engage families in the planning of your child's learning by sharing information on the school curriculum, your child's expected learning outcomes and strategies to engage and support your child in their learning
- Engage families in decisions about your child's education when active involvement is required (e.g. placement decisions, pull-out and push in support decisions)
- Ensure parents understand the impact of any curriculum changes
- Ensure parents understand equivalency and the importance of this to your child's continued education and future employment
- Encourage home learning support

c) Attendance and Punctuality

- 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 the registration process in the morning, the school's expectations in relation to punctuality all through the school day, the definition of absenteeism and a list of what is considered excused and unexcused absenteeism

d) Student Wellbeing

- Offer families opportunities to feedback on the wellbeing policies in the school
- Promote healthy eating and food safety
- Share the Student Mental Health Policy and encourage positive mental health and wellbeing
- Offer families opportunities to be involved in mental health programmes
- Offer a range of ECA provisions and share a clear ECA calendar
- Ensure students and families are aware of the school bag weight policy
- Ensure that the Department of Health (DoH) appointed health providers conduct school based immunisation as necessary

- Provide emergency medical services and ensure the nurse communicates with families about any measures taken
- Address any person on site without a lanyard to ensure we work together on the safeguarding of the children in our care
- Investigate any behavioral issues or incidents fully to establish an understanding of events and communicate these with parents as necessary

d) Finance

- Enable parents to pay the school fees in a timely and convenient manner
- Ensure that families receive information outlining our response to non-payment or late payment of fees in line with the ADEK Fees Policy

The responsibilities of the parents:

a) Communication

- Respect the vision, strategic intentions and key drivers of Yas American Academy and its learning environments
- Supplying the school with valid and updated contact details, including home and mobile numbers, e-mail addresses and home locations
- Updating the school about any changes in the contact information of students and parents
- Referring regularly to established means of communications for any updates about the school
- Being courteous in your approach to all staff when enquiring about your child
- Treat members of the entire school community including students, staff (including security guards, cleaners, etc.), parents, in a professional and respectful manner and maintain relationships in the best interests of students
- Set a good example with regard to speech and behavior and a willingness to resolve concerns in a professional manner whether verbal or written (e.g. not raising one's tone of voice or using offensive language)
- Refrain from posting culturally inconsiderate or defamatory content about parents, students, or staff of the school on social media as per the ADEK Cultural Consideration Policy

b) Learning, Assessment and Reporting

- Attending all meetings, conferences and reviews related to your child's progress and performance. Failure to do so may jeopardise your child's progress and learning experience
- Acknowledge that the education and wellbeing of your child whilst in school is a joint responsibility based on a positive school-to-home relationship between the school and the parent and, as a parent, you commit to your responsibilities (e.g. ensure children engage in home learning, get adequate sleep, consume healthy foods, engage in physical activity)
- Correct your own child's behavior (or those in your care) where it could lead to conflict/unsafe conduct or limit the ability of other children to learn
- Co-operate with the school's recommendations for additional learning support, in instances where the school deems support is necessary for your child's educational progress and development
- Providing your child with a device in line with the specifications of the Aldar Education BYOD Policy

c) Attendance and Punctuality

- Strive to achieve and maintain excellent daily attendance and punctuality of your child, including not taking holidays outside of official school breaks, following up on your child's academic performance, and being respectful of arrival and pick up timings.

- Promoting your child's attendance and punctuality aiming for at least 96% and abiding by the timings set by the school for the start and the end of the school day.
- Formally communicate with the school if your child is absent, stating the reason. If this is not received, then your child will be marked absent unauthorised
- To complete an 'early collection form' which is signed off by the AP Dean of Students at least **24 hours in advance** if you wish to take your child out of school early. Alongside this, an understanding that failure to provide notice may result in a long wait period upon collection of your child
- Try to make doctors' appointments etc. outside of school hours.
- Commit to and be respectful of the school's general policies and, whilst on school premises, behave and dress in a manner that is respectful of UAE national identity and cultural values and its current legislation

d) Student Wellbeing

- Monitor digital device usage outside of school hours to ensure safety
- Sign up to the Yas American Academy Digital Safety package to protect your children from online threats
- Follow the school bag weight policy and guidance
- Always wear a yellow lanyard on site to ensure we work together on the safeguarding of the children in our care
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any disputes

e) Finance

- To pay the ADEK approved school fees in a timely manner

ADEK Linked Policies:

| | |
|---------------------------------------|--------------------------------|
| Parent Engagement Policy | Student Behavior Policy |
| Digital Policy | Values and Ethics Policy |
| Student Administrative Affairs Policy | Cultural Consideration Policy |
| Assessment Policy | Inclusion Policy |
| School Performance Reports Policy | Students' Mental Health Policy |
| Fees Policy | Curriculum Policy |

These policies are all available on the Yas American Academy website:

<https://www.yasamericanacademy.ae/school-policies/>

Link to sign agreement:

<https://forms.cloud.microsoft/Pages/ResponsePage.aspx?id=n6gbEIyVYEKl4dEBGaDrHiFJ0Pk0INF MkDmszEsWF3JUMTZYUkI1SDRMSjRTM1pPV044NFRFSUNCRyQIQCNjPTEu>