

Table of Contents

Topic

- Handbook Overview
- SAIS Vision, Mission, and Values
- Academics
- EAL Program
- ALN Support
- Student Care and Support
- Academic Integrity Policy
- SAIS Grading Policy
- High School Graduation Requirements
- High School Academic Awards
- High School Course Changes
- High School Transfer Students
- High School Course Descriptions
- High School Sample Timetable
- Internal and External Assessments

- Post Graduation Requirements
- Registration to National Service
- Leadership & Personality Development
- Community Outreach
- Scholarships
- SAIS Code of Conduct Policy
- Personal Property
- Mobile Phones
- Bring Your Own Device (BYOD)
- Computer Use
- Extra-Curricular Activities
- Volunteer Program



Handbook Overview

The purpose of the SAIS Abu Dhabi campus Parent-Student Handbook is to give students and their parents/guardians an understanding of school expectations and policies as well as provide pertinent information. The handbook includes detailed expectations for student attendance, behavior and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of both informal and formal complaint procedures that parents may pursue in the event of disagreements. SAIS Abu Dhabi annually updates the Parent-Student Handbook for distribution to families. Amendments to the handbook by SAIS may be made throughout the year.

Every student and his/her parent or guardian is required to sign and return an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies.

SCHOOI VISION

ACTIVELY SEEK

Actively seek understanding through both breadth and depth of knowledge.

EMBRACE

 Embrace individuality and cultural diversity.

LEAD

 Lead by example in academics and community service.

THINK

 Think critically and creatively to overcome challenges.



SAIS VISION



WE AIM TO CREATE AN INCLUISVE. EQUITABLE. AND SUPPORTIVE LEARNING ENVIRONMENT WHERE EVERY STUDENT. REGARDLESS OF APILITY. IS EMPOWERED TO:



ENGAGE

 Engage as compassionate members of a global society.

DEVELOP

- Develop
 Responsibility
- Develop Selfdirection

ACHIEVE

- Achieve their full potential.
- Contribute meaningfully to society.

MISSION

HELP

Helping students achieve their personal goals, develop individual purpose, and become college and career ready.

SUPPORT

 Providing individualized support and removing barriers to learning, ensuring that every student has acccess to high quality education and oppurtunities for growth and development.



SAIS MISSION





OUR MISSION IS TO FOSTER A CULTURE OF INCLUSION THAT RECOGNIZES AND VALUES THE DIVERSITY OF ALL STUDENTS: WE ARE COMMITTED TO:

PROMOTE

 Promoting character, critical thinking, communication, collaboration, and creativity in a safe and socially enriching environment.

CULTIVATE

 Cultivating wellbeing, leadership, and community service to prepare students for lifelong success.

Values



S- Social responsibility



A-Acceptance,



I-Integrity



S-Self-confident



Academics

SAIS Abu Dhabi is committed to maintaining a relevant, rigorous college-preparatory education for all students.

International Standards

The California Common Core Standards provide clear, rigorous expectations for English language arts and mathematics, ensuring students develop critical thinking, problem-solving, and communication skills needed for success in college, career, and life. Alongside these, the Next Generation Science Standards (NGSS) guide science instruction by emphasizing inquiry, investigation, and real-world application of scientific concepts. Together, these standards help schools design curriculum, assessments, and professional development that support high-quality, consistent, and transferable education for all students.

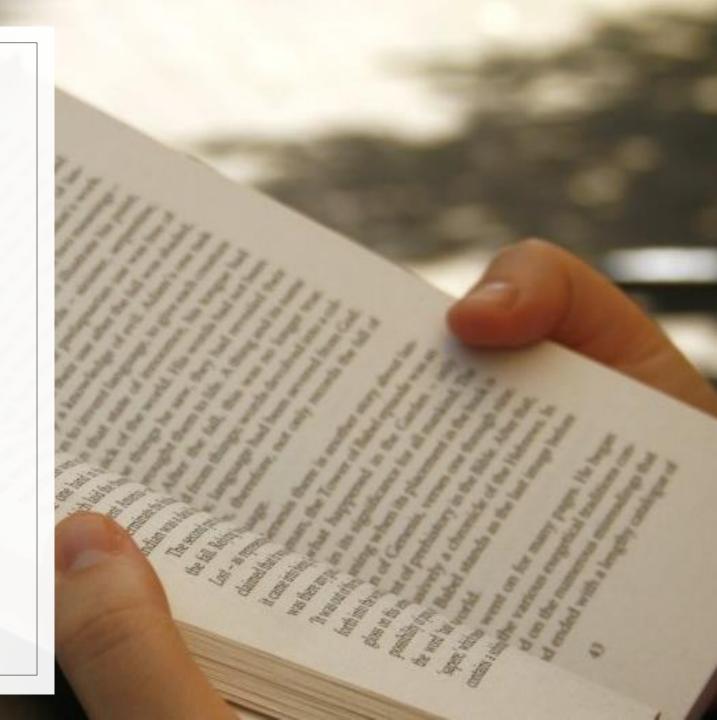
MOE Standards

The school follows the Ministry of Education (MOE) Curriculum for Arabic, Islamic, and UAE Social Studies. MOE curriculum is taught in Arabic. Islamic Studies is mandatory for all Muslim students. Alternative classes are offered for Non-Arab students and Non-Muslim students.



ELL Program

At SAIS-Abu Dhabi we utilize the WIDA screener as a benchmark to identify a student's English proficiency skills in reading, writing, listening, and speaking. Utilizing this benchmark, we are able to identify students within the school who need additional foundational English support before they are able to function in the mainstream English class. Through the hard work of talented and highly qualified teachers, ELL students are provided support with our ELL Program which allows teachers to provide smaller teacher: student ratios and provide even further differentiated support to students to help them achieve proficiency in their English skills that will help them to achieve success in their mainstream classes.





ALN Support

At SAIS-AUH we are committed to fair and equal treatment of all individuals regardless of ability. No disabled student or staff member will be treated less favorably, as a result of their disability. Both able and less able students will be provided with appropriate learning activities, learning environment and materials to meet their general education, in age-appropriate classrooms.

The school recognizes that "special considerations" may be required to enable students with disabilities or learning difficulties or who are gifted and talented to exhibit their capabilities and knowledge. Our Inclusion Coordinator is responsible for organizing extra support for pupils with ALN. The Head of Inclusion works with the class teachers and subject teachers to plan the help that each child needs.



Student Care and Support

SAIS-AUH is a school where learners feel at home. We believe that a safe learning environment contributes to student success and achievement. We lead our students to aim high by boosting their confidence. SAIS-AUH students are encouraged and appreciated for their achievements whether great or small.

Our students take pride in their work and in themselves. SAIS-AUH Support Team seeks to create a school environment where students feel supported academically and emotionally. We make sure that all staff members are working to support the students with plans, activities, and appropriate follow-up to help them achieve success both inside and outside of the classroom. In addition to this we offer support for our students and staff about child protection, anti-bullying campaigns, health and wellness, etc. SAIS Support Team.

Academic Integrity Policy

SAIS Abu Dhabi values real mastery of subject content and has adopted high standards for honesty. Prohibited activities include:

- Cheating
- Plagiarism
- Any student determined to have cheated, plagiarized, or committed forgery will be subject to consequences which may include, but are not limited to the following:
- Receive a zero grade on the assignment or test
- Receive a failing grade for the class
- Receive an opportunity to retake test or complete assignment honestly
- Any student assisting in any of the above will also be subject to consequences. The instructor and administration will determine consequences based on the nature of the offense.

Cheating

- Cheating on an assignment or test robs a student of any inherent value of the assignment or test. In addition, cheating may
 unfairly affect other students by changing a grading scale or curve.
- The choice to cheat on an assignment or test may reflect more serious academic issues including fear of failure, an outside of school schedule that prevents the student from completing work, and/or incorrect class placement. Whatever the cause, students who engage in cheating compromise their integrity, dignity, and self-worth.

All assignments should be considered individual unless specifically stated by the instructor as otherwise. Cheating includes:

- Exchanging assignments with other students, whether you believe the assignment will be copied or not.
- Using any form of assistance during tests or quizzes without the expressed permission of the instructor.
- Giving or receiving answers during tests or quizzes. It is the student's responsibility to secure his or her own paper, thereby removing the opportunity for another to copy.
- Taking credit for group work when you have not contributed an equal or appropriate share toward the end result.
- Accessing a test or quiz to determine the questions prior to the administration of the test.

Plagiarism

- The ability to present thoughts and ideas clearly and coherently in a written form is a cornerstone of academic success.
 Plagiarism prevents students from developing the skills necessary for academic competence. Additionally, it prevents the instructor from providing appropriate feedback and assessment to assist the student in correcting any deficiencies in his or her writing.
- All assignments must be written in the student's own words. Quotations, thoughts and ideas taken from another's writing must be given appropriate credit in the paper.
- Plagiarism includes:
 - Taking someone else's assignment, or portion of an assignment, and submitting it as your own
 - Submitting material written by someone else, or rephrasing the ideas or thoughts of another, without giving the author's name and/or source
 - Presenting the work of someone else, including tutors, friends, parents, or siblings, as your own
 - Submitting purchased papers, in whole or in part
 - Submitting papers from the Internet as your own, in whole or in part

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
В	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
С	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
D-	Below 65	0.5
E/F	Below 60	0.0
AP/ IB courses	An addition of 0.25 to the standard weighting	

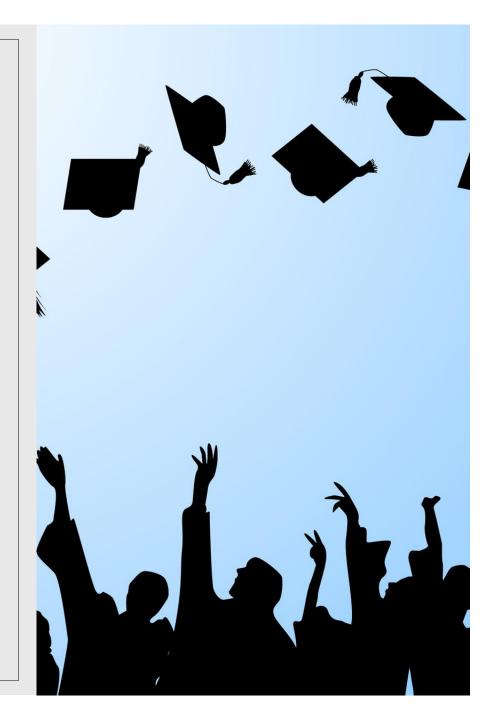
SAIS Abu Dhabi Grading Policies

Final Academic Grade

% Average	GPA	Comment
84-100%	3.67-4.33	Excellent
76-<84	2.67-3.66	Good
68-<76	2.00-2.66	Satisfactory
60-<68	1.67-1.99	Poor

High School Graduation Requirements:

- SAIS-Abu Dhabi curriculum does more than prepare students for success at the college level; it helps them develop into independent, creative thinkers who will positively influence the world around them. High school curriculum seeks to further develop critical thinking, advanced writing and creative reasoning skills across all subject areas. High school students, in their course of study, will gain knowledge in fundamental areas as well as develop a sense of their own strengths and interests skills that are essential to success in college.
- All students are expected to work to their greatest potential and challenge themselves as they select their courses. A wide variety of electives allow each student to explore and expand their interests.
 Electives are designed to enhance our program and to allow students the flexibility to discover and nurture their abilities and interests.





2026-2028

Students in high school are required to take a certain number of credit hours in order to graduate from high school and enter university. The following is the breakdown of subjects and credit hours necessary for graduation from Sharjah American International School-Abu Dhabi.

- 4 credits of English
- 4 credits of Math
- 4 credits of Science (General Science, Chemistry, Physics, Biology)
- 2 credits of Physical Education/Health
- 3 credits of Social Studies
- 3.5 credits of elective courses
- Total amount of credits = 20.5 credits (Including Arabic and Islamic)
- *For Non-Muslim students any courses they take will count as .5 C.U. to be added to their overall total of credits.



2029-Beyond

Students in high school are required to take a certain number of credit hours in order to graduate from high school and enter university. The following is the breakdown of subjects and credit hours necessary for graduation from Sharjah American International School-Abu Dhabi.

- 4 credits of English
- 4 credits of Math
- 4 credits of Science (Biology, Chemistry, Physics, Advanced Science)
- 4 credits World Language (Arabic)
- 2 Islamic Education (for Muslims)
- 0.5 Visual and Performing Arts
- 2 credits of Physical Education/Health
- 3 credits of Social Studies (including 0.5 UAE Social Studies-English)
- 2 core related credits of elective Courses
- 2.5 core/non core related electives
- Total amount of credits = 28 credits (Including World Language and Islamic)
- *For Non-Muslim and Non-Arab students total credits 24-28



The (National/Non-National) shall fufill the below requirements prior to graduation:

- a. IELTS academics with 5 (SAIS Expectations 6.5) or TOEFL with 61.
- B. Math SAT 1 Reasoning Test score of 450 (SAIS Expectations 500)
- **C. 40 hours (Grades 9-12)** of authenticated community service hours.
- Once our students graduate from high school, they will be eligible for university. With a high school diploma and transcript (subject to the completion of the graduation requirements)
- ***Participation in commencement exercises requires that all graduation requirements be satisfied one full day prior to the graduation ceremony.

Valedictorian/Salutatorian

The valedictorian and salutatorian are designed to recognize the highest achieving students in each graduating class. The following criteria will be considered for the selection of each:

- Academic Rigor the student engaged in academically challenging coursework (i.e. at least 2 Advanced Placement courses or the equivalent).
- Academic GPA 9-12 (weighted). one of the top 10 students of the class when ranked according to Academic GPA, based on the first three years of high school, otherwise defined as through the first term of the student's senior year of high school.
- School Involvement the student has been involved in leadership capacities within the school in one of the following areas:
 - School Sponsored Club: either for multiple years (two or more) with the same club or with multiple clubs (at least two) or
 - Sports: either one sport for multiple years (two or more) or with multiple sports (at least two) or
 - Visual and Performing Arts performance groups (two years or two different groups)
- The student has demonstrated the School Mission, Vision, and Values
- Additional consideration will be given to students who complete all high school core classes at SAIS.

Recommendations for those students being considered for valedictorian and salutatorian will be brought forward to the Academic Leadership Team as follows:

- School Counselor will identify valedictorian and salutatorian candidates based on the selection criteria listed above.
- Academic Team will then determine the Valedictorian(s) and Salutatorian(s) using the selection criteria listed above.
- School officials reserve the right to rescind the offer of this honor due to a breach of the above criteria in the final term of the student's senior year.
- The Principal will have final say as necessary.



Course Changes

- Students and their parents are encouraged to carefully select classes in the Spring for the following school year. We realize that academic plans and goals change and therefore, students may need to make course adjustments. However, we also recognize the need for continuity in classroom instruction. In trying to balance the two issues, the following course change procedure will be in effect.
- Student or parent-initiated course change requests will only be considered during the first two weeks of the new term. After this time, course changes will only be made to address academic concerns.
- Course changes will only be made for academic or medical reasons. Requests to be placed in different courses based on personal preference (i.e. being with a friend), will not be honored.
- In general, courses at SAIS Abu Dhabi are considered to be yearlong in nature. As a result, approval for term 2 or term 3 changes will only be considered for the purpose of addressing academic or medical concerns.
- Please see the School Counselor for information on making up necessary courses.

Transfer Students

• When a student comes in after the fourth week of a term, it becomes increasingly difficult for a teacher to adequately assess learning. Students who transfer in after four weeks should either have a transfer grade from the previous school or be aware that makeup work will be at the discretion of the teacher.

English Courses and Core Electives

De la constitución de la constit	Course: English	Course Code	Credit	Grade	Prerequisite Criteria		
	English 9	ENG9	1	9			
	English 10	ENG10	1	10			
	English 11	ENG11	1	11			
	English 12	ENG12	1	12			
	English Electives						
	Journalism (Core Elective)	JNL	0.5	11, 12			

Mathematics Course Options & Core Electives

Course: Mathematics	Course Code	Credit	Grade	Prerequisite Criteria
Integrated Mathematics 1	Math1	1	9	
Integrated Mathematics 2	Math2	1	10	
Integrated Mathematics 3	Math3	1	11	
Calculus/Pre-calculus/AP Calculus	Math 4	1	12	80% and above Pre-Calculus 90% and above for AP Calculus
Statistics and Probability (Core Elective)	STA	0.5	12	

Science Courses & Core Electives

Course: Science	Course Code	Credit	Grade	Prerequisite Criteria				
Course Options								
Biology	BIO	1	9					
Chemistry	CHM	1	10					
Physics	PHY	1	11					
Earth Science or General Science	ES	1	12					
AP Biology	AP BIO	1	11, 12	A- 90% or above in Biology				
AP Chemistry	AP CHM	1	11, 12	A- 90% or above in Chemistry				
AP Physics -C/AP Physics 1	AP PHY	1	11, 12	A- 90% or above Physics				
	Core Electi	ves						
Genetics	GEN	0.5	9, 10					
Forensic Science	FS	0.5	11					
Nutrition and Health Sciences	N&HS	0.5	11					
Human Anatomy/Advanced Biology	HA	0.5	12					
Organic Chemistry/Advanced Chemistry	OCH	0.5	12					
Physics CB	PCB	0.5	12					

World Languages Course Options & Non-Core Electives

Course: World Languages	Course Code	Credit	Grade				
Arabic A1	ARA1	1	9				
Arabic A2	ARA2	1	10				
Arabic A3	ARA3	1	11				
Arabic A4	ARA4	1	12				
(Fe	(For Non-Arabic Speakers)						
Arabic B1	ARB1	1	9				
Arabic B2	ARB2	1	10				
Arabic B3	ARB3	1	11				
Arabic B4	ARB4	1	12				
	Non-Core Electives						
French Beginner	FRB	0.5	9,10.11, 12				
French Intermediate	FRI	0.5	10,11, 12				
French Advanced	FRA	0.5	11.12				

Islamic Education

Course: Religious Studies	Course Code	Credit	Grade			
Islamic Education A9	ISA09	0.5	9			
Islamic Education A10	ISA10	0.5	10			
Islamic Education A11	ISA11	0.5	11			
Islamic Education A12	ISA12	0.5	12			
(For Non-Native Arab Muslim)						
Islamic Education B9	ISB9	0.5	9			
Islamic Education B10	ISB10	0.5	10			
Islamic Education B11	ISB11	0.5	11			
Islamic Education B12	ISB12	0.5	12			
Guided Reading (Non-Muslim students, who are not taking Islamic Education)	GR	0.5	9, 10, 11, 12			

Physical and Health Education

Course: Physical Education	Course Code	Credit	Grade
PHYSICAL and HEALTH EDUCATION 9	PE09	0.5	9
PHYSICAL AND HEALTH EDUCATION 10	PE10	0.5	10
PHYSICAL AND HEALTH EDUCATION 11	PE11	0.5	11
PHYSICAL AND HEALTH EDUCATION 12	PE12	0.5	12

Social Studies

Course: Social Studies	Course Code	Credit	Grade	Prerequisite Criteria
Geography	GEO	0.5	9	
World History	WRLD HIS	1	10	
Arabic Social Studies (UAE Social Studies)	ASS	0.5	9	
Global Issues (Non-Arab Students, who are not taking Arabic Social Studies)	GLO	0.5	9	
Psychology Or Economics Macroeconomics & Microeconomics	PSY1 OR ECO	1	11	
Sociology	SOC1	0.5	12	

Core Related Electives

Core Related Electives	Course Code	Credit	Grade	Prerequisite Criteria
Accounting	ACC	0.5	9, 10, 11, 12	
Business Studies	BUS	0.5	9, 10	
Programming	PRO	0.5	9, 10, 11, 12	
Genetics	GEN	0.5	9, 10	
Forensic Science	FS	0.5	11	
Journalism	JNL	0.5	11, 12	
Organic Chemistry	OCH	0.5	12	
Physics CB	PCB	0.5	12	

Non-Core Related Electives

Non-Core Related Electives	Course Code	Credit	Grade
Design & Technology 1	D&TI	0.5	9
Graphic Design	GD	0.5	9, 10
Applied Art 1	AAI	0.5	9, 10
Computer Science	CS	0.5	9, 10
French	FR	0.5	9, 10, 11, 12
Visual Art	VA	0.5	9, 10
Marketing	MA	0.5	9, 10, 11,12
Applied Art II	AAII	0.5	11, 12
Design & Technology 2	D&TII	1	11, 12
Geographic Information System	GIS	.5	11, 12



GRADE 9 COURSES



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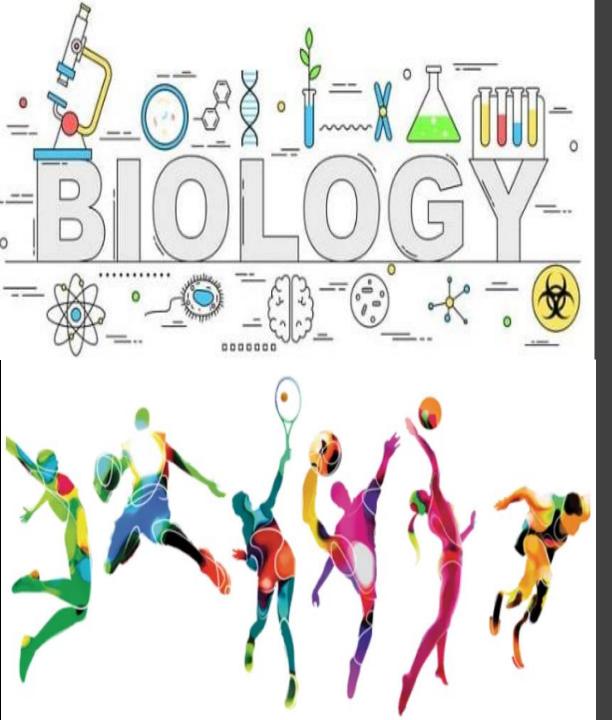
High School Course Descriptions G9

English 9:

Ninth grade English is a year-long course designed to review and improve five basic English skills: reading, writing, speaking, listening, critical thinking. Students will engage in a comprehensive experience in literature and language. In writing, editing skills are emphasized, and various writing assignments are related to the reading of novels, plays, and short stories. Spelling and vocabulary development is connected to each literature unit as well as lessons from a textbook. In speaking, students are required to deliver several short speeches. Listening skills are enhanced through speech activities.

Integrated Mathematics I:

The fundamental purpose of the Mathematics I course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Some standards are repeated in multiple higher mathematics courses; therefore, instructional notes, which appear in brackets, indicate what is appropriate for study in this particular course. For example, the scope of Mathematics I is limited to linear and exponential expressions and functions as well as some work with absolute value, step, and functions that are piecewise-defined. For the Mathematics I course, instructional time should focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.



High School Course Descriptions G9

Biology:

Students in high school develop understanding of key concepts that will help them make sense of life science. The ideas are built upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are four life science disciplinary core ideas in high school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines. While the performance expectations in high school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices underlying the performance expectations.

Physical and Health Education ***Also

***Also offered in Grades 10, 11 and 12

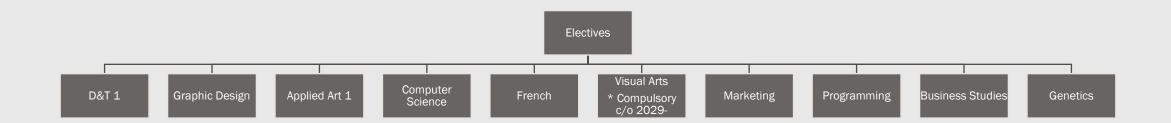
Physical Education is a compulsory course that aims to develop physically literate individuals who have the knowledge and skills to move with confidence and competence in a wide range of physical activities. Through these physical activities, students will develop their physical motor skills, personal and social responsibility skills, application of knowledge and their passion for being active for life. Physical Education will also include Health units that are guided by the SHAPE Health standards focusing on learning and applying strategies to enhance one's well-being.



High School Course Descriptions G9

Geography:

Students are expected to use graphic tools to acquire and process geographic information. They will develop a special view of the world – including cultural and physical characteristics of places and regions. This course focuses on the interactions between individuals, societies and the physical environment, both in time and in space. It investigates the ways that people adapt and respond to change and evaluates management strategies that are related to change. This course examines key global issues such as poverty, population, sustainability, and global climate change, and seeks to identify and understand the processes that lie behind various global patterns and trends.



Ninth Grade Elective Offerings





Graphic Design-

**Also offered in Grade 10

Students in high school develop understanding of the "Design" notion, learn a brief history of it, how it started, and where it came from. How is it human nature, and why is it important? Then they move on to learning about graphic design, have some theoretical knowledge about it; a brief history, the way it started and so on. After that they learn the fundamentals of graphic design, the basic knowledge that is a stapler in design in general. And the first unit covers all of these ideas. The performance expectation is to improve their critical thinking skills before their technical skills, as the latter is easier to achieve.

Applied Art-

** Also offered in Grade 10

This introductory course explores the fundamentals of fashion design, emphasizing creativity in clothing and accessory design. Students study key elements of design—line, shape, color, texture, and form—and principles of composition such as balance, proportion, and harmony. Through practical activities, they practice fashion sketching, develop design ideas, and experiment with fabrics, textures, and color combinations. The course introduces basic sewing and garment construction techniques, along with the use of mood boards and design concepts inspired by cultural, historical, and contemporary influences. Students gain foundational skills that connect artistic expression with the applied world of fashion.



learn



French

High School Elective Course Descriptions

Computer Science/Programming-

**Also offered in Grade 10

Computer Science/Programming is a course designed to introduce students to HTML, CSS and Java Script. This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will develop the skills, including critical thinking skills, and the knowledge of strategies Programming/Coding 1 is a course designed to introduce students to HTML, CSS and Java Script. This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will develop the skills, including critical thinking skills, and the knowledge of strategies

French Beginner-

**Also offered in Grades 10 & 11

French (Beginner) is an introduction to the language and culture of French-speaking countries. The primary emphasis is on speaking and understanding basic conversational French. Vocabulary and grammar points are introduced through oral classroom work. A variety of activities help expand the student's knowledge. French is open to any student who is interested in learning about another language and culture. In this subject, students learn to speak, read, and write in French.





Design & Technology I-

**Also offered in Grade 10

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyze data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems. Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. They learn to identify, analyze and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work, Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects.

Marketing:

** Also offered in Grades 10, 11 & 12

In this introductory course, students will learn the principles of Marketing using real-world examples—learning what it takes to plan, launch, and market a product or service in today's fast paced business environment. This course covers an introduction to marketing, business-to business marketing, services marketing, branding, social media marketing, and marketing ethics. Students will learn about marketing plans and strategies businesses use to market their products.



Business **Studies**



High School Elective Course Descriptions G9

Business Studies-

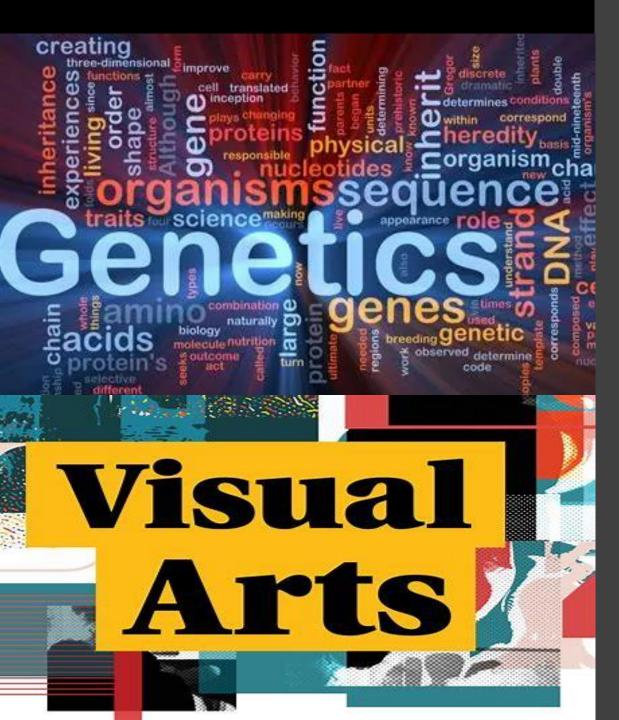
**Also offered in Grade 10

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives

Accounting:

** Also offered in Grades 10, 11 & 12

This course introduces students to the principles and practices of accounting and finance, emphasizing the role of financial information in business decision-making. Students study methods of measuring and reporting financial position through balance sheets and financial performance using income statements. They also explore accounting for limited companies, including equity, dividends, and retained earnings, and learn to prepare and interpret company accounts. The course covers the preparation and analysis of cash flow statements, focusing on liquidity and cash management. Finally, learners develop skills in analyzing and interpreting financial statements using ratios and other techniques to assess profitability, efficiency, and financial health.



Genetics-

**Also offered in Grade 10

In this course, students explore the principles of heredity and the molecular basis of life. They study DNA structure and function, Mendelian genetics, patterns of inheritance, and the role of genes in determining traits. The course emphasizes the processes of replication, transcription, and translation, as well as the impact of mutations and genetic variation on populations. Students also examine modern applications, including biotechnology, genetic engineering, and ethical considerations in genetics. Through hands-on activities, problem-solving, and case studies, learners develop scientific inquiry skills and a deeper understanding of how genetics shapes living organisms and influences human health.

Visual Arts-

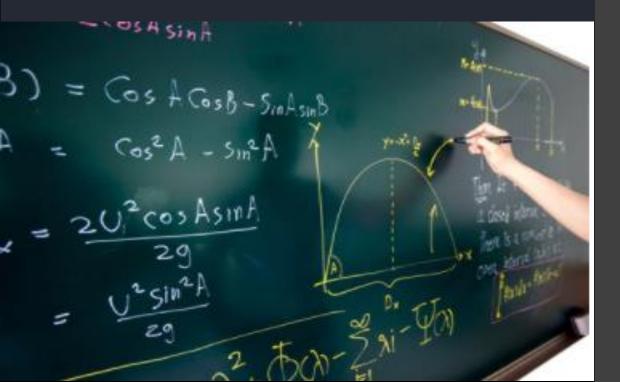
**Also offered in Grade 10

This course introduces students to the expressive and practical world of handcrafts through mosaic, clay, macramé, and decoupage. Students develop skills in design, composition, shaping, weaving, assembling, and decorating while exploring the cultural and historical significance of these art forms. Hands-on projects include clay modeling and glazing, mosaic cutting and arrangement, macramé knotting, and decorative surface design with decoupage. Emphasizing creativity, patience, and craftsmanship, the course encourages students to transform simple materials into meaningful works of art. Learners also reflect on the role of handcrafts within visual and performing arts, connecting their practice to wider artistic traditions.



GRADE 10 COURSES



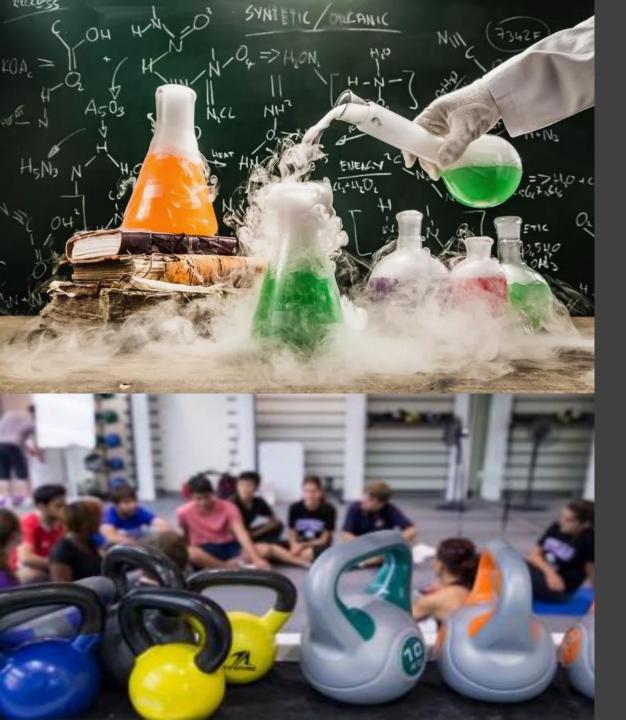


English 10:

English 10 continues the use of a workshop approach to the classroom, which develops reading, writing, and thinking skills that will be resonant throughout the school year. Students will write with an authentic audience in mind and will learn from established writers to add to their repertoire of writing decisions. Assigned texts are supplemented by student-selected independent reading of books, short stories, poems, and other texts, both online and print. While exploring a range of cultures, thoughts and global perspectives, students will gain confidence in their language and communication abilities.

Integrated Mathematics II:

Integrated Math II builds on the concepts introduced in Integrated Math I, deepening students' understanding of algebra, geometry, and statistics. This course emphasizes quadratic functions, polynomials, and rational expressions while expanding students' knowledge of geometric transformations, similarity, and right triangle trigonometry. Students will analyze real-world mathematical models, solve multi-step problems, and refine their reasoning and proof-writing skills. The course also incorporates statistical analysis, probability, and data interpretation to strengthen students' ability to draw informed conclusions. By applying mathematical reasoning to real-life scenarios, students develop problem-solving strategies essential for advanced coursework.

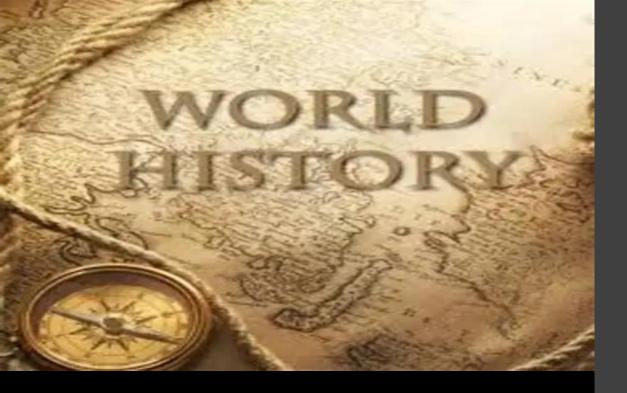


Chemistry:

The aim of this course is to help students build an understanding of modern chemistry. Throughout the year, students will be involved in problem-solving activities on an individual, small group and large group basis. Through this process the ability to read and understand problems, break them down into their component parts and then create and present solutions will be developed. The course is both quantitative and qualitative in nature, so mathematics will often be applied to the solving of problems. These same skills will be developed with activities in the chemistry laboratory. In that case, problem solving will be done in real time with hands-on problems. Through this process both analytical techniques as well as technological capability will be developed.

Physical and Health Education:

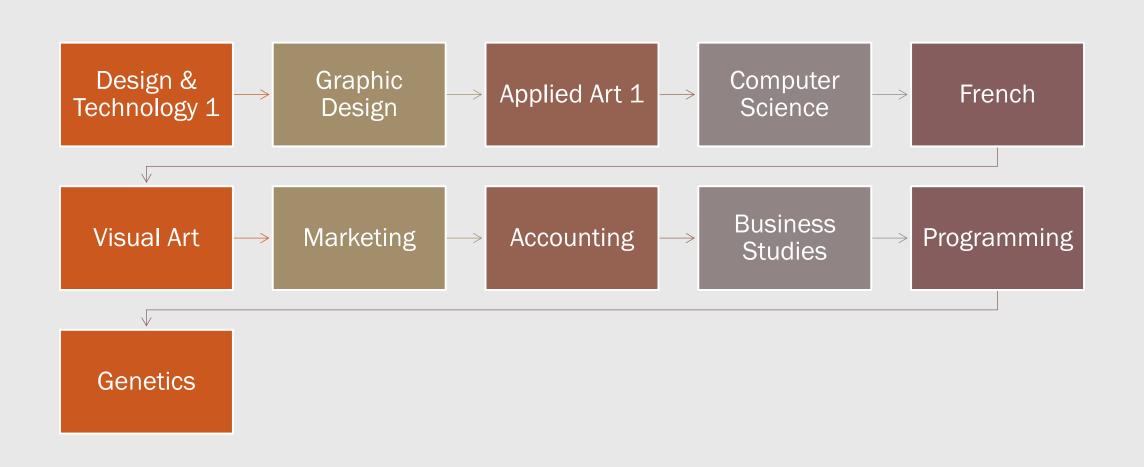
Grade 10 PE/Health is a compulsory one-year course that aims to develop physically literate individuals who have the knowledge and skills to move with confidence and competence and is designed to enhance student knowledge about wellness and promote lifelong activeness. Units may include non-traditional games, traditional sports, net games, aquatics, recreational activities such as table tennis or cycling, and fitness-based activities such as kickboxing or group fitness etc. The Health component of this course emphasizes the critical thinking and health-enhancing decision-making skills necessary for developing healthy lifestyles now and in the future.



World History-

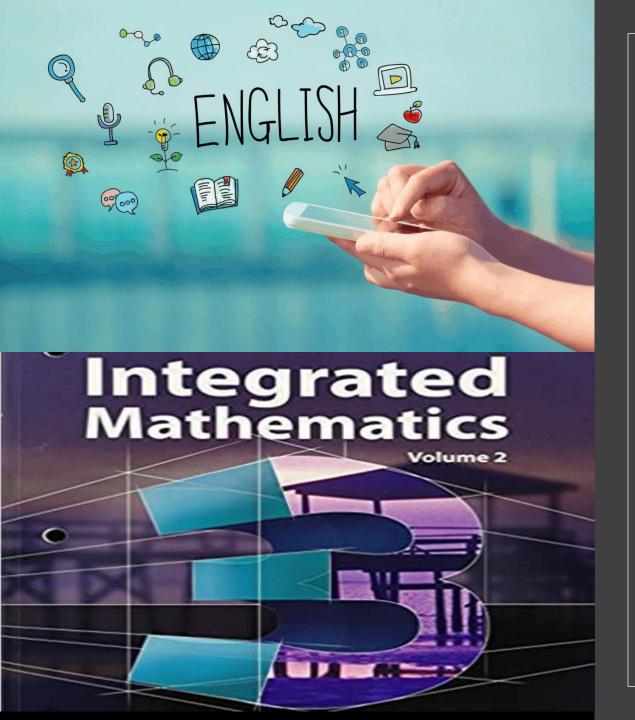
In this history course, students will learn about the age of revolutions and contemporary global issues of the modern world. They will overview ancient Influence on modern ideas, then will focus on the 18th, 19th and 20th-century events in history and their repercussions on world events today. It will promote the idea of event analysis over timelines.

Tenth Grade Elective Offerings





GRADE 11 COURSES

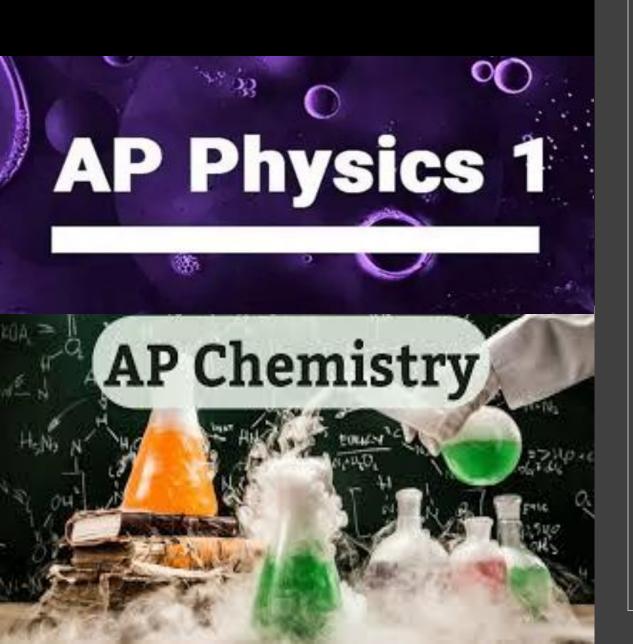


English 11:

In this course students will focus on critical thinking and will engage in specific reading, writing, and communication skills that will prepare them for career and college-level experiences. Students will also learn to evaluate critically what they read and write: they will explore representative works of American literature and respond to readings through discussion and writing. Emphasis will be placed on the writing process; modes include narratives, informational papers, persuasive essays, comparison/contrast compositions, and literary analyses. The research process is also explored.

Integrated Mathematics III:

Integrated Math III is the final course in the Integrated Math sequence, preparing students for higher-level mathematics, including Pre-Calculus and Calculus. This course extends students' knowledge of functions, including exponential, logarithmic, and trigonometric functions, and explores advanced applications of polynomial and rational functions. Students will engage in indepth analysis of geometric and algebraic relationships, enhance their understanding of conic sections, and solve complex systems of equations. The course also introduces introductory topics in limits and sequences to bridge the gap to college-level mathematics. Through problem-based learning and real-world applications, students will strengthen their analytical thinking and mathematical communication skills, ensuring readiness for postsecondary studies and careers in STEM fields.



AP Physics C/AP Physics 1-

***Also offered in Grade 12

In this course, students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. The course content is organized into seven commonly taught units, which include, Kinematics, Newton's Laws of Motion, Work, Energy, and Power, Systems of Particles and Linear Momentum, Rotation, Oscillations and Gravitation.

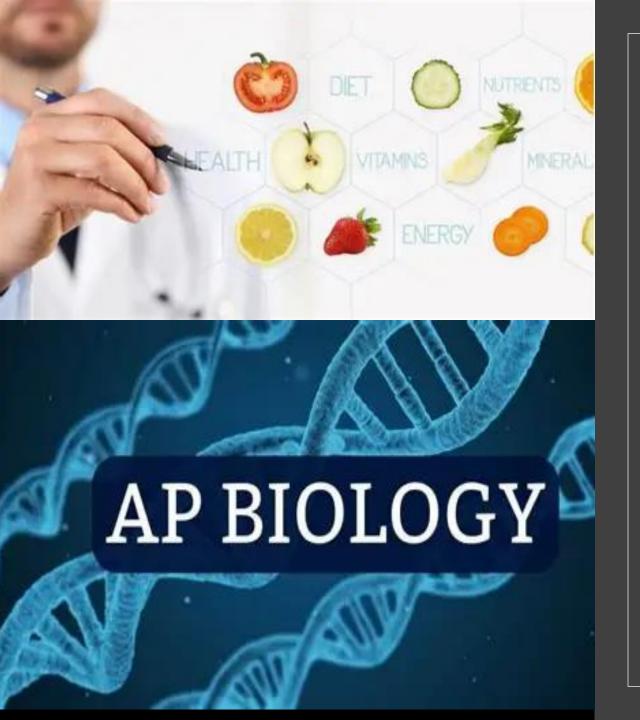
Prerequisites: Must have a 90% or above in Physics.

AP Chemistry-

***Also offered in Grade 12

AP Chemistry is an introductory college-level based chemistry course. Students cultivate understanding of chemistry through inquiry-based lab investigations as they explore the four BIG ideas: scale, proportion, and quantity; structure and properties of substances'; transformations and energy.

Prerequisites: Must have a 90% or above in Chemistry.



Nutrition and Health Sciences-

This course focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety.

AP Biology-

***Also offered in Grade 12

The AP Biology course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

Prerequisites: Must have a 90% or above in biology.





Psychology:

***Also offered in Grade 12

This course provides learning experiences which introduces students to major theories as they apply to education, human development and human needs. Likewise, students will become familiar with educational terminology, language and methodologies relevant to the educational field. Given this basis of introductory knowledge, students will begin to reflect and apply principles of best practice in structuring learning opportunities for all students, performing and evaluating investigations, and communicating their findings.

Economics:

***Also offered in Grade 12

This course examines current UAE and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

Eleventh Grade Electives Offerings

Accounting Forensic Science **Journalism Programming** Marketing French **Applied Art II** Design & Technology II **Global Information Systems**



Journalism-

**Also offered in Grade 12

Intro to Journalism covers a variety of skills in preparation for Yearbook, school newsletter, or the school broadcast system. Students will compose news stories by conducting interviews, meeting deadlines, photographing and videoing extracurricular activities, reflecting on current events and more. Students are required to cover news in both a written format and video broadcasting format. Students learn how Journalistic laws and ethics apply to Journalism. Students learn the basics of Adobe Photoshop and Adobe InDesign to design newspaper and yearbook pages. Students use Adobe Premiere Pro editing software for videos, including news packages and short films. Students have the opportunity to present their work to the student body via the school website and social media pages.

Geographic Information System (GIS)-

**Also offered in Grade 12

The Geographic Information System (GIS) elective introduces students to the concepts, tools, and applications of spatial analysis and digital mapping. Students will explore how geographic data is collected, analyzed, and presented to solve real-world problems across fields such as urban planning, environmental management, transportation, and disaster response.

The course will begin with a theoretical foundation covering cartography, map reading, data layers, and spatial analysis. It will then progress to hands-on applications, where students will use GIS software and applications to design maps, analyze spatial data, and develop practical solutions to case studies.



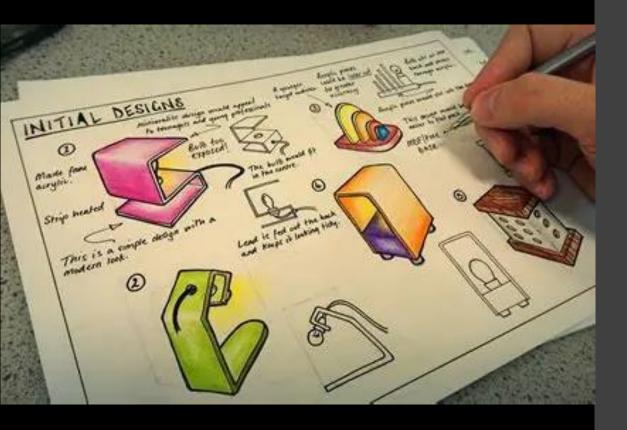
Forensic Science-

Forensic Science is an introductory course in which students will apply their prior knowledge of biology, chemistry, physics and mathematics to the popular field of crime scene investigation. Students will use a structured and scientific approach to the investigation of crime of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to the crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood splatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Applied Art II-

**Also offered in Grade 12

Building on Applied Art I, this course advances students' artistic skills through collage, linocut printmaking, resin art, and canvas painting. Emphasizing creativity, experimentation, and craftsmanship, students refine technical ability while developing conceptual thinking. Projects include mixed-media collage, carving and printing with linocut, creating resin works with depth and color, and expressive canvas painting. Alongside studio practice, students study the cultural and artistic contexts of these media, deepening their appreciation of applied arts as both creative expression and design practice. The course encourages originality, problem-solving, and confidence in blending traditional and contemporary techniques to produce meaningful artworks.



Design & Technology II

***Also offered in Grade 12

This course builds on foundational skills by engaging students in more advanced design challenges that integrate creativity with technical proficiency. Learners apply design thinking to complex, real-world problems, refining their ability to research, prototype, and evaluate innovative solutions. Emphasis is placed on advanced use of materials, tools, and digital technologies, alongside sustainable and ethical design practices. Students develop project management skills, document their design processes, and present outcomes effectively. Through critical reflection, peer evaluation, and iterative development, they strengthen problem-solving, collaboration, and communication skills essential for future study or careers in design, engineering, and technology-related fields.

GRADE 12 COURSES







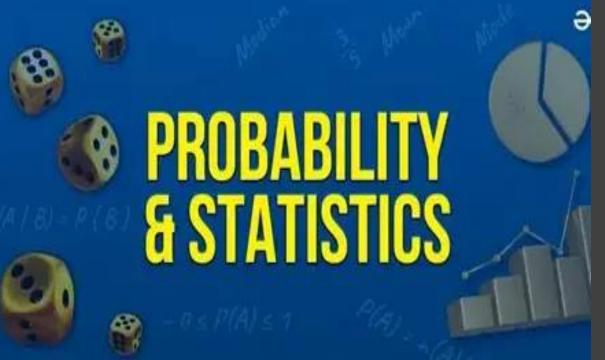
English 12-

The aim of the Grade 12 English course is to analytically and rigorously engage the student to become a more critical reader, writer, and speaker, and listener for a variety of purposes. S/he should be able to actively read a variety of literary works, looking for and interpreting the author's key assumptions, ideas, reasons, and justifications. S/he should respond to literature in order to understand, explain, and evaluate the literary work. S/he should further develop and bolster grammar skills in order to become more effective and proficient in written and spoken communication. Students will be afforded many opportunities to better prepare IELTS and SAT courses.

Earth Science or General Science-

In General Science, students will be introduced to the four major areas in science—energy and matter, the living world, planet earth, and space. Students thus become acquainted with the basic ideas upon which a number of sciences are built, including Physics, Chemistry, Biology, Earth Science and Astronomy.



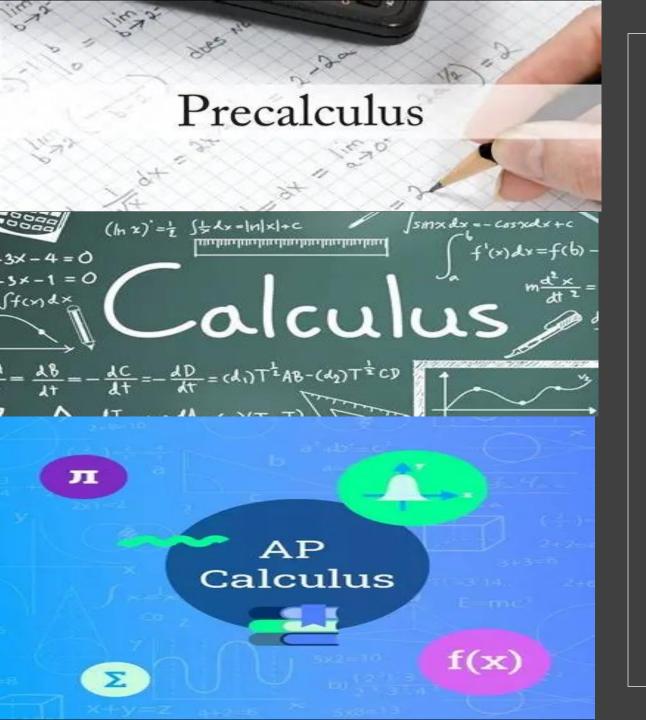


Sociology:

Sociology will help students to acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of social, environmental, historical and political issues so as to reinforce and stimulate curiosity and imagination about local and wider environments. The Curriculum provides a strong foundation to enable students to foster an understanding of, and concern for, the interdependence of all humans and living things. High school sociology focuses on many different aspects of human behavior and life. The class covers how ethics vary in different cultures, groups and societies, the cultural trends that affect how society operates, and how to work well with people from different backgrounds.

Probability and Statistics:

In this course, students will be introduced to the key components in probability which are probability terms, the concept of the probability of an event, predicting and determining probabilities, expected value, the relationship between theoretical and experimental probabilities, and compound events. In statistics, the students will be introduced to the key components, which are data collection, organization, representation, sampling, central tendency, variance and correlation, and analysis and inference.



<u>Calculus/Pre-Calculus/AP Calculus:</u>

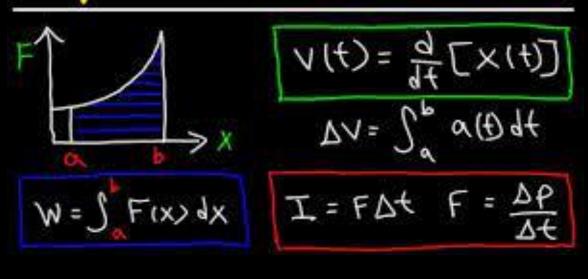
Pre-Calculus weaves together previous study of algebra, geometry, and mathematical functions into a preparatory course for calculus. In this course, students will focus on mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real life situations. Topics include fundamental concepts of Algebra, functions and graphs, polynomials and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, topics in trigonometry, systems of equations and inequalities, conic sections and analytic geometry, sequences, induction, probability, and an introduction to Calculus.

In the Calculus course introduces students to the foundational concepts of calculus, including limits, derivatives, and integrals. Emphasis is placed on understanding rates of change, area under curves, and real-world applications in science, economics, and engineering. Students build problem-solving skills, strengthen algebraic and trigonometric foundations, and develop mathematical reasoning through analytical and graphical methods.

AP Calculus is a rigorous, college-level course covering differential and integral calculus. Students study limits, continuity, derivatives, integrals, and the Fundamental Theorem of Calculus, applying these concepts to real-world and theoretical problems. The course develops precision, analytical skills, and mathematical modeling. Successful completion prepares students for the AP Calculus exam and future studies in STEM fields.

**Prerequisite for AP Calculus: Students must achieve and maintain an average of at least 80% in Pre-calculus in the first semester to qualify for AP Calculus.

Physics With Calculus





High School Elective Course Descriptions

Physics CB-

It's an introductory physics course intended for science and engineering, students will cover measurement, Newton's Laws of Motion, gravity, work and energy, momentum, rotational motion, static equilibria, fluids, oscillations, conservation laws, waves, sound, temperature, heat transfer and thermodynamics. Lecture and laboratory.

Organic Chemistry/Advanced Chemistry-

This course is designed to provide background in the fundamentals of nomenclature, mechanisms, structures, and synthesis of carbon-based compounds. This course is designed for science and health science majors who desire a general rather than a detailed knowledge of the compounds of carbon. Topics to be covered include structure and bonding; acid/base chemistry; stereochemistry. Functional groups to be covered include hydrocarbons, alcohols, ethers, aldehydes and ketones, carboxylic acids, carboxylic acid derivatives, and amines. Laboratory work will include common organic techniques and experiments supporting the principles covered in lecture.

Twelfth Grade Elective Offerings

Accounting

Programming

Journalism

Organic Chemistry

Physics CB

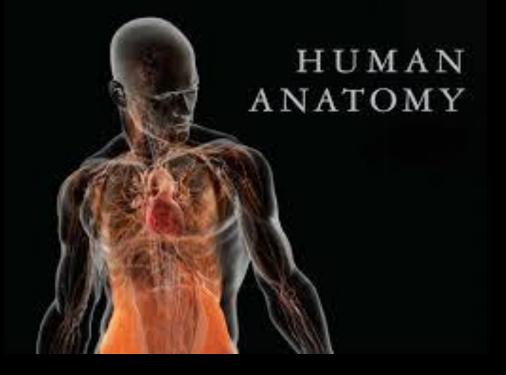
Marketing

French

Applied Art II

Design & Technology II

Global Information Systems



Human Anatomy/Advanced Biology-

The course involves a systemic study of the body with an emphasis on the skeletal, muscular, nervous and cardiovascular systems. It is a foundational course for all areas of future study in health science and exercise science and it is a vital building block to subsequent course work.

Assessments

Assessments-Internal

Students from G5-G12 take internal assessments throughout each term including but not limited to: diagnostic pretests, ongoing assessments, midterm exams, and final exams. These assessments are used to track student attainment of curriculum goals across a wide range of subjects. Students receive study guides at least two-three weeks prior to these assessments so they have plenty of time to prepare. The results of the internal assessments provided detailed information to teachers about student learning targets met each term. This information also helps teachers revise the curriculum in the next term to meet individual student needs and goals.

Assessments- External

NWEA Map Testing-

Here at SAIS- Abu Dhabi, our students in G6-G9 take the Map test during three windows throughout the course of the academic school year. Map assessments are computer adaptive and produce accurate, reliable data that reveal the precise learning level of every student, regardless of the student's ability or grade level. Map identifies areas of strength and opportunity at the goal level of a subject, as well as overall performance.

CAT 4 Testing-

The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. Our students in G6-G12 take the CAT 4 test once upon joining the school so we can identify their learning styles and incorporate that into differentiated instruction within the classroom.

IBT Arabic Testing-

To meet the expected standards of attainment of Arabic Language Proficiency, our school participates in taking the IBT Arabic exam conducted by ACER. The IBT Arabic assessment is designed to give an international benchmark of your child's performance vs. other participating countries in the region and around the world.

NGRT: A standardised, adaptive, termly assessment to measure reading skills against the national average. Use it to identify where intervention may be needed, and then to monitor impact and progress made.

Assessments

Assessments-External

SAT- The SAT is an entrance exam used by most colleges and universities to make admissions decisions. The SAT is a multiple-choice, pencil-and-paper test created and administered by the College Board. The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. Most high school students take the SAT, the ACT, or both during the spring of their junior year or fall of their senior year. It's important to leave time to re-take the test if you need to raise your score before you apply to college.

IELTS- An English Language Proficiency Test for higher education. IELTS determines reading, writing, listening and speaking abilities to asses if a persons language is suitable for an academic environment.







- National Admissions & Placement Office (NAPO) is responsible for processing applications only from Emiratis and students whose mothers are Emiratis for admission to institutions of higher education in the UAE, and scholarship applications for universities abroad.
- https://www.moe.gov.ae/En/EServices/ServiceCard/pages/Registration Public.aspx

Medical course outside of the UAE requirements



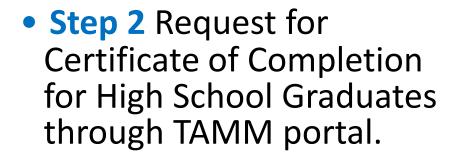
- 2 hours duration
- Verbal Reasoning, Decision Making, Quantitative Reasoning, Abstract Reasoning, and Situational Judgement.
- 225 questions
- Computer-based
- Score ranges 1200-3600



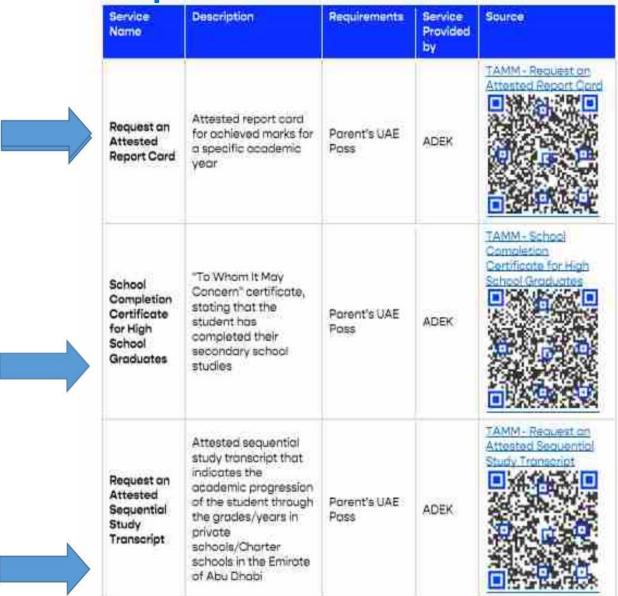
- 2 hours
- Problem solving, critical thinking, writing task
- 59 questions
- 1 essay
- Computer-based
- Score ranges 1-9
- Essay score: 1-5/A-E

Post-Graduation Requirements

 Step 1 Attest the Report Card from ADEK through TAMM portal.

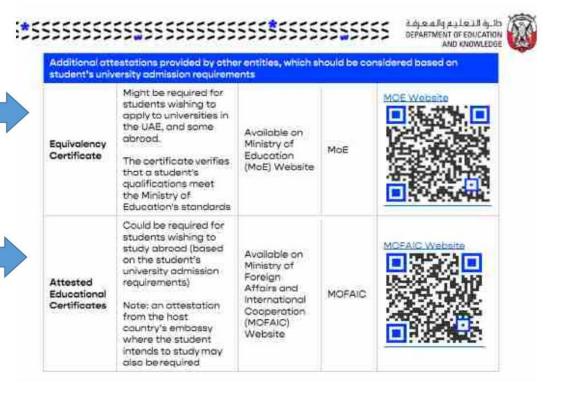


 Step 3 Request for an Attested Sequential Study Transcript through TAMM portal.



 Step 4 Apply for Equivalency Certificate through the MoE (Ministry of Education) website.

Step 5 (for study abroad) Apply for attesting the Educational
 Certificates from MOFAIC (Ministry of Foreign Affairs and International Cooperation) ONLY for graduates who wish to apply in universities outside the UAE. For this, you may apply through the MOFAIC website.





Registration to National Service

https://www.uaensr.ae/

Definition: It is the service that whoever decides to recruit must perform for the sake of the country for a specified period of time in accordance with the provisions of this law

Conditions for joining the national service:

- To be a citizen of the country, has (passport + family book of citizens)
- He must have reached eighteen years of age and not more than thirty years of age
- To be medically fit
- Approval of the National Service and Reserve Committee
- Guardian consent for females

Duration of Service:

Males

- 3 years for those with a qualification less than high school
- (11) months for holders of a high school diploma or its equivalent or higher

Females

• (11) months regardless of academic qualification

Leadership and Personality Development Programs

SAIS-AD endeavors to nurture the leadership potential of all of our students from KG to Grade 12 students by providing various platforms including but not limited to:

- Student Council
- Happiness Committee
- Sustainability Committee
- Volunteering Committee
- School Radio
- Yearbook
- House Captains
- Class Prefects
- Membership in national and international organizations.

Community Outreach

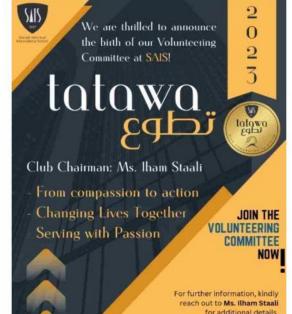
SAIS AD has founded partnerships with the following organizations such as:

- Make a Wish
- Red Crescent
- Abu Dhabi Libraries (Department of Culture & Tourism
- Others









Scholarships

The UAE Government provides generous scholarship programs for students aspiring to pursue degrees of higher education in the UAE and abroad. It is important to learn the eligibility requirements for each scholarship program.

ADNOC Scholarship https://scholarship-application.adnoc.ae/public/

SCO Scholarship Office https://www.sco.ae/

Kothwa Scholarship https://ad.adek.gov.ae/khotwa/

ADEK Scholarship https://sds.adek.gov.ae/

Shakarah Scholarship <u>www.scholarship@aus.edu</u>

$SAIS\ CODE\ OF\ CONDUCT\\ POLICY$

2025-2026

Managerial Responsibility:

The school management is responsible for ensuring that our learning environment is completely safe and discipline that includes rules, ways of encouraging and affirming student efforts, rewards, penalties', and implementation procedures.

Ensure through regular review of the behavior policy, involve students, parents, teachers and other staff that the behavior policy is understood and accepted by all members of the school community.

- Establish the school pastoral Committee.
- Develop, implement and regularly review the School's policies and procedures for promoting good attendance, and follow up on excessive absence including truancy, and ensure full compliance with the Council's requirements.
- Ensure that the School's attendance policies and procedures are implemented and adhered to.
- Ensure effective administration of student attendance and recording daily attendance at all lessons.
- Provide clear information about the consequences of poor attendance to Parents/Guardians, students and School staff. Set procedures for dealing with poor attendance and tardiness.
- \circ $\;$ Recognize students with exemplary attendance records.

Teachers Responsibility:

- Staff will take every opportunity to raise students' awareness and understanding of the many issues related to behavior and discipline through effective use of HALP, Student Government, Islamic Education and Moral Education,
- School staff should consider themselves responsible at all times for the behavior of students within sight or sound of them and should respond
 promptly and firmly to any instances of unacceptable behavior.
- Exert efforts to establish the motivation behind and the purpose of the student's misconduct ,in order to respond to it with suitable solution ,rather than simply taking a punitive approach.

Parental Responsibility & Student Responsibility Attitudes and Behavior

Parent responsibility:

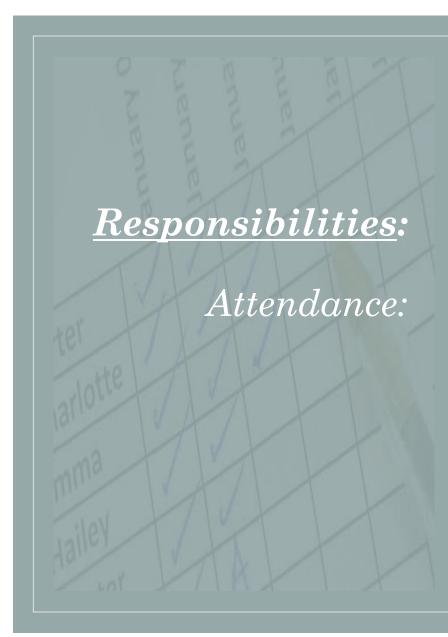
• Parents should provide a conducive home environment as it plays a crucial role in shaping attitudes that produce good behavior in schools. It is therefore important that parents should be aware of the aims, values and the nature of expected behavior of the school.

Student Responsibility Attitudes and Behavior:

- SAIS students are expected to demonstrate high standards of behavior at all times. This includes moving around the school, in tutor time and assembly, in the social areas and on the way to and from school.
- Appropriate action will be taken by the school against any students whose behavior is unacceptable and undermines the good discipline or reputation of the school.
- The cornerstones of standards of students' behavior are respect for oneself, respect for others, respect for the school and local community, and respect for the environment.

SAIS Monitoring and Support Team:

SAIS-AUH is a school where learners feel at home. We believe that a safe learning environment contributes to student success and achievement. We lead our students to aim high by boosting their confidence. SAIS-AUH students are encouraged and appreciated for their achievements whether great or small. Our students take pride in their work and in themselves. SAIS-AUH Support Team seeks to create a school environment where students feel supported academically and emotionally. We make sure that all staff members are working to support the students with plans, activities, and appropriate follow-up to help them achieve success both inside and outside of the classroom. In addition to this, we offer support for our students and staff about child protection, anti-bullying campaigns, health and wellness, etc.



DEFINITION(S):

For the purposes of this policy, attendance refers to the total number of school days attended by the student during the school year based on the School calendar.

PURPOSE(S):

To ensure that students are attending all classes and activities that result in their understanding of the curriculum and the subjects being taught. - To set out the Council's expectations in relation to full attendance at School by all students without exception, through a clear policy and effective communication with Parents/ Guardians. POLICY: At the beginning of the academic year, each School shall issue to Parents / Guardians its Council-approved attendance policy setting out procedures to deal with absences and to ensure that students punctually and regularly attend School and all lessons, and that all attendance data is accurately recorded.

Basic requirements and responsibilities in relation to students' attendance at School are as follows and reflected in the School's attendance policy:

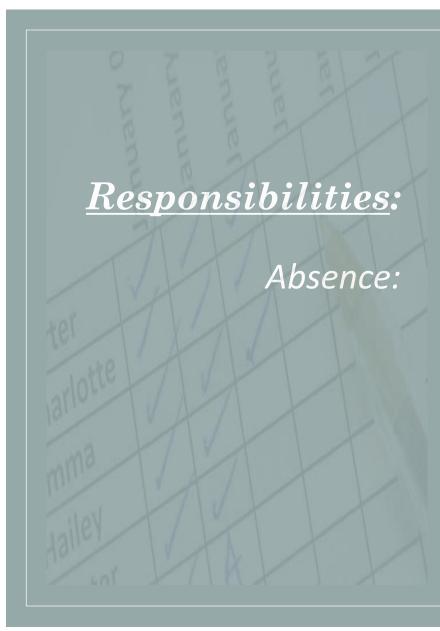
- Students are expected to attend School on every school day as specified in the School calendar.
- Students shall arrive at School punctually every day, attend morning assembly, and attend classes on time.
- Teachers shall maintain a record of attendance by students for every lesson.
- Schools will maintain accurate daily attendance data for each student, including timely or late arrival to School.
- Parents / Guardians will make every effort to ensure that their children attend School every school day and arrive on time.
- If students need to be absent from School for a particular day, Parents/Guardians must inform the school accordingly.
- When a student returns to school following an absence, Parents/Guardians must send a signed note to the School indicating the reason for the student's absence.
- Students are responsible for completing all assignments missed during their absence.
- Parents/Guardians should seek to ensure that family vacations take place during scheduled school holidays.

DEFINITION(S):

For the purposes of this policy, absence refers to the days when students fail to attend School. A student who does not miss a single class throughout the year is said to have a 0% absence record or a 100% attendance record. Absence rates above 10% should be regarded as a cause for concern. Authorized absences are to be distinguished from unauthorized absences or truancy.

PURPOSE(S):

- To encourage students to attend all classes in a timely manner, so that they maximize the educational benefit of being in School.
- To ensure that unauthorized absences are dealt with firmly and effectively.
- This policy is linked to attendance policy, which highlights the need for students to punctually and regularly attend School and all lessons. Schools shall seek to achieve low absence rates by:
- Following up on all unexplained absences immediately.
- \circ $\;$ Providing a safe, caring and engaging learning environment that encourages and stimulates students.
- Recognizing and rewarding excellent or improved student attendance.
- Implementing strategies and programs to address attendance problems for individual students.
- Providing clear and specific information about the rules and consequences of poor attendance to
 Parents/Guardians, students and School staff.



Types of Absences Authorized Absences The following types of absences may be regarded as authorized when confirmed by a signed letter from Parents/Guardians or by way of official documents:

- Illness.
- Death of first or second degree relative.
- Scheduled doctor appointments.
- Official community task.
- Mandatory appearance before an official body.
- Essential urgent family travel for matters such as medical treatment or the death of a family member.

Unauthorized Absences The following types of absences are to be regarded as unauthorized:

- Shopping trips.
- Unnecessary travel.
- Other types of absences not included in the authorized absences list.

Students are considered to be truant if they are absent from School without their Parents'/Guardians' knowledge or consent, or if Parents/Guardians have colluded with the student so that they are absent without authorization. Truancy is an unauthorized absence, and Schools must immediately inform the student's Parents/Guardians of incidents of truancy and shall hold discussions with them and the student and closely monitor the student's attendance. If an absence is authorized, the student has the right to make up the work and tests that were missed. If an absence is unauthorized, the School will agree with the Parents/Guardians on the appropriate course of action pending completion of the investigation into the circumstances surrounding the absence. School administration will excuse students for being late in the morning during days with adverse weather conditions (e.g. heavy fog). Parents/Guardians who plan to have their children miss several days of School are required to notify the School at least ten days before the anticipated absence, in order to allow teachers time to prepare the list of assignments that will be missed during the absence. The student or Parent/Guardian shall be responsible for contacting the School administration to learn of all assignments and tasks given to the student. These assignments must be completed by the student and returned to the relevant teachers either before leaving or shortly after returning from the absence.

If students have poor attendance rate of 10% or more the school will take follow up actions with parents and notify ADEK.

Responsibilities: Motivation:

Here at SAIS AUH we believe that motivation has several effects on students' learning and behavior and that this effect their learning and achievements. we use a variety of motivational tools to encourage students academic and personal development, examples include the use of Class Prefects, the merit system along with the implementation of houses from KG to G12 to encourage healthy competition. We also have star of the week, students of the week and class of the month in the MS/HS section. Students are rewarded with gift cards and certificates, pizza parties, trips with recognition for their achievements.



A. The SAIS Code of Conduct:

It is the right of every individual and groups at SAIS to feel safe and to have a peaceful, dignified existence, without being hindered by the behavior, attitude or noise level of others. In order that this may happen, it is essential that every member of the school community is:

- Considerate respecting other individuals' right to a peaceful, dignified existence; making sure that words and actions do not cause inconvenience or offence to others;
- Courteous being polite and helpful at all times;
- Co-operative being willing to work with others;
- Friendly being on good terms with others;
- Hardworking doing our best;
- Honest being truthful; respecting the property of other people;
- Respectful of the culture, values and traditions of others;
- Responsible being accountable, reliable and responsible for our actions.
- What this means in practice is that I should:
- Be Punctual always arrive to school & class on time;
- Speak Considerately avoid shouting, swearing and offensive language;
- Be Ready for lessons have the necessary materials;
- Clear Up after lessons and break, use the rubbish bins;
- Be Safe and Sensible move in an orderly way avoid running and use paths; hold doors open for other people; be aware of our own & others' safety;
- Negotiate if I know there might be a problem, go and talk about it to someone;
- Respect for authority, property and the rights of others.



B. SAIS staff members are committed to:

- · Maintaining a caring school environment which fosters self-esteem, where young people are accepted, respected and listened to.
- Being alert and responding to signs of distress or suspected incidents of harassment and bullying in class and at play areas.
- Providing appropriate counseling & support to both those being bullied & bullies.
- Modeling appropriate behavior.
- Ensuring that supervision duties are carried out proactively & responsibly to ensure student safety.
- Following-up all reported cases of bullying or harassment.

C. SAIS Stepped Approach to Behavior Management

As per UAE law & SAIS policy, corporal (physical) punishment & humiliation are strictly prohibited. Any teacher using physical punishment (including putting in the sun as a punishment, hitting, slapping, pinching, pushing, dragging, denying water or toilet trips (when it is necessary and urgent), name-calling, swearing, insulting etc) will be disciplined.

CONDUCT VIOLATIONS

Conduct Violations (1)

- 1.1 Being late to the morning assembly or not attending it, being late to class at the specified time without an acceptable excuse. (School time 7:45 HALP time, first period 8:00)
- 1.2 Leaving the class during the lesson or not attending school activities without
- permission or acceptable excuse
- 1.3 Not committed to school or sport uniform or not taking care of it.
- 1.4 Not bringing school books or tools.
- 1.5 Not following the positive behavior rules inside and outside the classroom such as:
- listening during the lesson
- **1.6** Sleeping during the lesson without permission or acceptable excuse. (After
- checking the student's health condition)
- 1.7 Eating during the lesson or the morning assembly without permission or an
- acceptable excuse. (After checking the student's health condition)
- 1.8 Does not submit the homework on time.
- **1.9** Bringing communications devices, such as mobile phones
- 1.10 Misusing the electronic devices, such as iPads, during the lesson, like playing games
- \circ or putting on headsets.
- **1.11** All similar offences according to the report of the Educational Committee.

Procedures to deal with the violation

First time	First repetition	Second repetition	Third repetition
Verbal warning	 Opening file and documenting the violation. Informing the guardian in writing. 	 Deducting half of the mark. Calling the guardian for a meeting. Written warning to be signed by the guardian. 	 Call the guardian for a meeting. Final written warning for the student and guardian in case of no response. Deduct the whole violation's mark. Case Study by the Social worker. Implement special strategies to reduce negative behavior Transfer the case to second level violations.

Conduct Violations (2)

- 2.1 Repetition of any of the first level violations
- 2.2 Absence before and after holidays, vacations and weekend or before the final exams.
- 2.3 leaving the without permission or escaping during school day and that will be considered as absence.
- 2.4 Incitement of conflict or intimidation against school colleagues.
- 2.5 Acting against public morals, school rules and society values and habits, such as: Imitating the other gender through clothing, appearance and hairstyles and using cosmetics.
- **2.6** Writing on school walls, desks, furniture and school bus.
- 2.7 Photographing, possessing, publishing or circulating photos of school staff and students without permission.
- 2.8 Verbal abuse.
- **2.9** Smoking inside the school or the possession of smoking tools.
- **2.10** Vandalizing and damaging school buses and harming road users.
- **2.11** All similar offences according to the report of the Educational Committee.

Procedures to deal with the violation

First time	First repetition	Second repetition	Third repetition
 Calling the guardian for a meeting. Undertaking by the guardian and the student not to repeat the violation. Deducting half of the violation mark. 	 Deducting the whole violation mark. Warning letter to be signed by the guardian and the student, or putting students in detention room from one to three days. 	Putting students in detention room from one to three days with homework and classwork. Final warning	 Transferring the student to another section. 2-Case Study by the Social worker and Transfer the case to Educational Committee to implement procedures to reduce negative behavior. Transfer the case to third level violations.

Conduct Violations (3)

- **3.1** Repetition of any of the second level violations.
- 3.2 Bringing, possessing, showing or promoting any unlicensed material or media against community values, morals and public regulations.
- 3.3 Defamation of colleagues and school staff and abusing them.
- **3.4** Possessing of white weapons inside the school.
- **3.5** Sexual harassment inside the school.
- **3.6** Physical abuse against school staff and students (bullying).
- **3.7** Stealing or covering it up.
- 3.8 Destruction and damaging school equipment, devices, tools and facilities.
- **3.9** Offending religions or inciting sedition in the school.
- **3.10** All similar offences according to the report of the educational committee.

Procedures to deal with the violation

First time	First repetition	Second repetition	Third repetition
Meeting the Educational Committee to make a decision. Calling the guardian for meeting to sign the final decision. Deducting whole violation mark	 Consideration the case by the educational committee to decide the dismissal. Dismissing the students for one to two weeks. Deducting whole violation mark. 	 Issuing a decision by the Educational Committee to expel the students. Notify the guardian to transfer the student to another school. Incase of no responses, the student will be transfereed by order of the vice principal. 	1. Transfer the case 4 level violation 2. Final dismissal from school based on the decision of the deputy minister of academic affairs of public education. 3. Refer the student to specialized centers for behavior modification. 4. Consider students reregistration after referring the case to MOE.

Conduct Violations (4)

- 4.1 Repetition of any of the third level violations.
- **4.2** Bringing or possessing weapons inside the school, such as Firearms,
- white weapons or any dangerous tools.
- 4.3 Sexual assault inside the school
- 4.4 Physical assault which cause injuries to school staff or to the students.
- **4.5** Leaking the exams or helping in that.
- 4.6 Causing fire inside the school campus.
- 4.7 Impersonating others in school processes or forging school formal
- Documents
- **4.8** Offending political, religious, and social personalities
- **4.9** Possessing, using, or being under the effect of drugs or any similar
- substances.
- **4.10** Promoting or spreading for extremist (to accuse others of being
- out of Islam), or atheist beliefs that contradict the political, religious,
- or social community regulations
- **4.11** All similar offences according to the report of the Educational
- Committee.

Procedures to deal with the violation

- 1. Calling the guardian for a meeting.
- 2. Referring the case to authorities to take legal action.
- 3. Convening of the educational committee to make a decision and to inform the Legal Affairs department to make necessary action.
- 4. Dismiss the student until the investigation is finished.
- 5. The student and his guardian will be held accountable for consequences.
- 6. Refer the student to specialized centers for behavior modification by the order ofdeputy minister for academic affairs.
- 7. Blocking student's registration in any public schools and transferring him/her tocontinuous education.
- Final dismissal for the student in case all methods are exhausted.



BULLYING

Bullying is totally unacceptable and is not tolerated at SAIS. All SAIS family members are treated with respect, regardless of their gender, religion, appearance, race, and ability, ethnic or social background.

What is Bullying?

Bullying occurs when a person or a group of persons deliberately and repeatedly hurt, upset or frighten somebody less powerful than themselves.

Bullying includes:

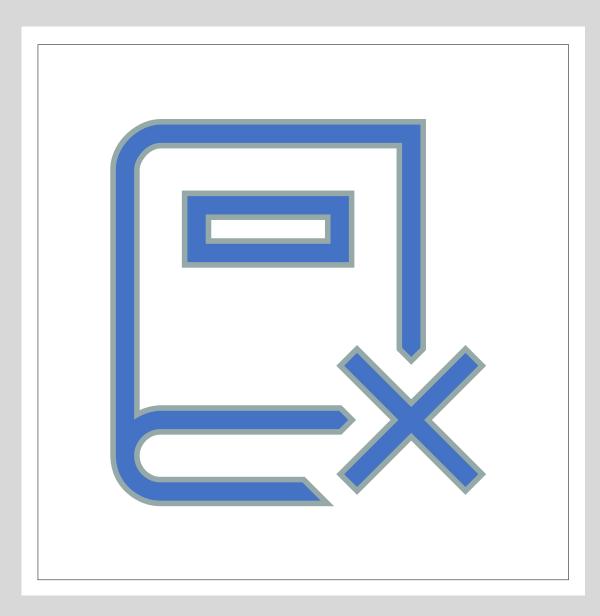
- Name calling, teasing, ridiculing, sarcasm
- Putting down others and their achievements
- Touching people in ways they don't want to
- be touched
- Damaging, stealing, removing or hiding
- others' belongings
- Making comments/gestures to another of a
- sexual nature
- Making negative comments about family,
- o country of birth, nationality, ability or
- religion

- Making inappropriate comments about
- another's physical appearance or clothes
- Physical violence or threats
- Forcing others to act against their will
- Spreading rumors/gossip
- Demands for money or possessions
- Purposely leaving someone out of activities
- Glaring and menacing gestures
- Telephone/Cyber bullying
- Writing offensive notes or graffiti, email
- about others

There are no Acceptable Excuses for Bullying:

- "I WAS JUST PLAYING AROUND. CAN'T THEY TAKE A JOKE?"
- This is the most common response to bullying. It is not a joke to make someone feel miserable. This is bullying.
- "I'LL IGNORE IT AND IT WILL GO AWAY"
- If anything, ignoring it makes it worse. It gives the bully the impression that their bullying is OK and that you agree with what the bully is doing.
- "ONLY WEAK PEOPLE TELL TALES"
- It takes courage and strength of character to stand up for your rights and those of others. Bullying continues when people do nothing.

- "I DON'T WANT TO CAUSE TROUBLE"
- All members of the SAIS family have the right to feel safe at school. You are not causing trouble by telling someone about bullying; you are standing up for yourself and others' rights.
- "NO ONE CAN DO ANYTHING ABOUT IT"
- Most cases of bullying are sorted out very simply, especially if it is reported straight away. We are committed to solving these problems.
- "THEY ASKED FOR IT"
- Nobody asks for it or deserves it.



Makeup Work

- Students are responsible for work missed while absent.
- The teacher can assist the student in obtaining a list of class assignments that need to be completed in a timely manner.
- Students who are absent should be proactive in finding out from their teacher(s) what was missed during their absences from school.
- Generally speaking, there is one day granted for each day of an excused absence in order to turn in the makeup work in a timely fashion.
- Please discuss make up work options with your teachers.

Student Attendance Review Team

Irregular attendance including but not limited to excessive early sign outs, tardies and/or absences are grounds for referral to the Student Attendance Review Team (SART). A maximum of twelve (12) absences per year (both excused and unexcused) are allowed. Any more than twelve (12) absences per year will be deemed excessive and grounds for Administrative Review.

ADDITIONAL INFORMATION

Personal Property, Mobile Phones and Devices



Personal Property

 Students who bring personal property onto campus do so at their own risk. SAIS will not be held liable for lost, damaged or stolen items.

Mobile Phones

Mobile phones must not be seen after students enter the building in the morning, up until they leave in the afternoon. Mobile phones that are heard and/or used without permission during school hours will be confiscated and sent to the Boys & Girls School Supervisor Offices. If mobile phones are permitted to be used for educational purposes, the teacher/supervisor will communicate this with their students.

Bring Your Own Device (B.Y.O.D.) Grades 9-12

At SAIS we encourage students to engage with the curriculum and utilize 21st century skills to support their learning both inside and outside of the classroom. With this in mind, students are requested to bring their own devices to school when their class is assigned device time. Devices will only be used to support student engagement with such classroom tools like Canva, Google Classroom, Kahoot, Blooket, Quizziz, Virtual Labs, etc. Students are expected to use their devices only when instructed by their teachers and to maintain proper usage following the school Code of Conduct policy and Cyber Bullying laws.

Computer Use, Extra Curriculars, Volunteer Program

Computer Use:

• In order to facilitate academic research endeavors, SAIS AUH provides restricted internet access. While the benefits gained from this service are clearly enormous, there is a potential for abuse. In order to continue this service, we ask that all students, staff and visitors sign an "Internet User Policy" wherein they agree to access only academically appropriate programs, material and content. Failure to abide by this agreement may lead to disciplinary action.

Extracurricular Activities:

• Each term students are offered various opportunities afterschool that will encourage their growth in the arts, revision classes, and/or sports. Students will also be afforded numerous opportunities to take part in programs that encourage leadership and teamwork such as Model UN (Model United Nations and Model Congress and similar programs.

Volunteer Requirement:

• In line with American Curriculum standards, graduates of SAIS are required to have completed 40 hours or volunteer hours by the end of their senior year. This requirement is intended to help support our high school seniors when they start completing their resumes and applying for colleges. Volunteer opportunities can be arranged by the student or in collaboration with the Schools Career Counselor. Students can volunteer at local mosques, museums, libraries, schools, amusement parks, local business and various other locations. Students must present a certificate noting the time spent volunteering signed by a manager or owner of the company where the time was spent.

