



**DUNECREST  
AMERICAN  
SCHOOL**



# Dunecrest American School

## ELEMENTARY SCHOOL

### STUDENT-PARENT HANDBOOK

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## Principal's Welcome Message

Dear Parents and Students,

It is with great pleasure and excitement that I welcome you and your student(s) to the Dunecrest American School 2025-26 school year. On behalf of the elementary faculty and staff, I want to share with you our enthusiasm for the coming academic year. Whether you are a returning or incoming family, we hope you find the information in this handbook helpful as you (re)familiarize yourself with our learning community.

I am honored to be part of a highly dedicated and energetic group of outstanding educators, and together we look forward to teaching, mentoring, and leading our students as they strive to better themselves and make the world a better place. All students are enrolled in a rigorous American, standards-based, college preparatory curriculum in which English is the language of instruction. In addition to the core classes of reading, writing, math, science, and social studies, students also pursue learning opportunities in physical education, music, art, library, computer science, Arabic, and world languages in Grades 4 & 5.

At Dunecrest we are committed to developing the whole child and promote excellence in academics, athletics, arts and service. Dunecrest offers a comprehensive extra-curricular program to encourage students to become involved in our community outside of the classroom. These ECAs cover a wide range of sports, hobbies, languages, games, and other activities.

Additionally, the elementary division offers opportunities to participate in a range of service-learning opportunities within our school, our community, and the UAE. We encourage our students to be the best versions of themselves and develop the CREST attributes of Creativity, Respect, Excellence, Service and Teamwork. In order to support our learning environment and culture, we have important expectations of students that need to be met. Therefore, we request that all our parents and students read and understand the specific guidelines and expectations for students attending the Dunecrest Elementary School. We hope that this handbook will serve as a reference point for all aspects of Elementary school life.

The Dunecrest Leadership Team, faculty and staff are dedicated to our mission of providing a holistic American international education that inspires students to discover their talents, pursue their passions, and make a positive impact on their communities and the world beyond.

We look forward to working with you and your child, and we thank you in advance for your support at home.  
Go Eagles!

  
Jeremy Cramer  
Elementary Principal



## MISSION STATEMENT

At Dunecrest American School we provide a holistic American international education that inspires students to discover their talents, pursue their passions, and make a positive impact on their communities and the world beyond.

## VISION STATEMENT

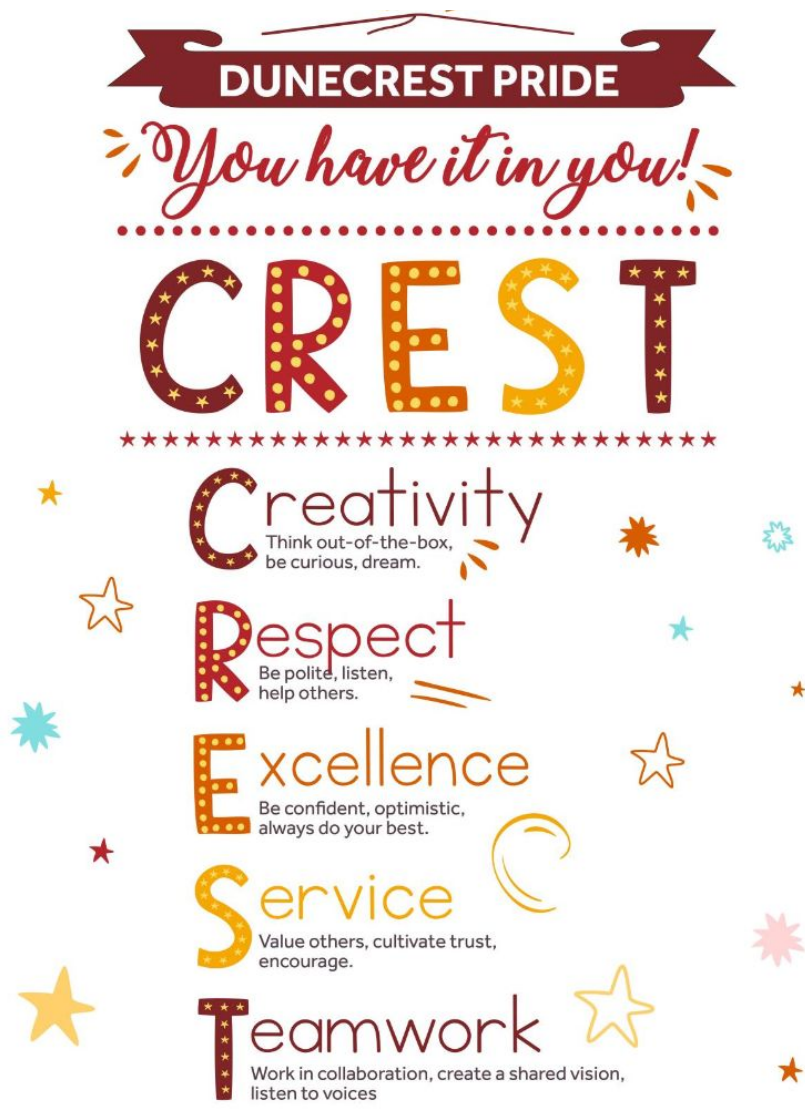
To be a vibrant learning community that nurtures global leaders.

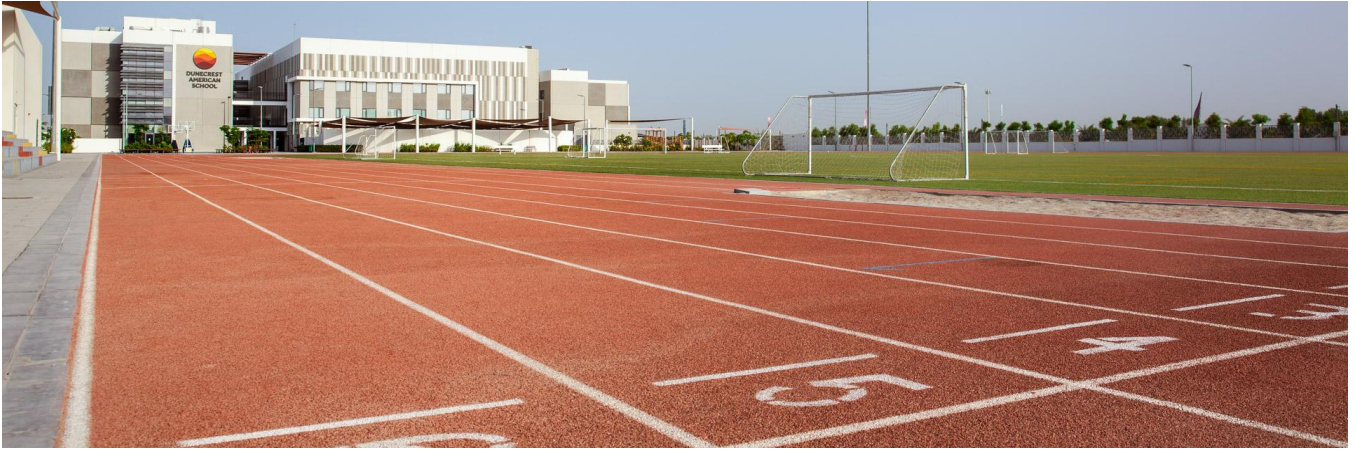
## MOTTO

Raising Student Achievement Every Day, Every Way.

## CREST ATTRIBUTES

The CREST attributes of Creativity, Respect, Excellence, Service, and Teamwork are embedded and promoted throughout Dunecrest American School. These attributes are modeled and encouraged by teachers and as a community we celebrate student achievement in demonstrating each attribute.





## General Information

**School Days:** Monday to Friday

**Elementary School Hours:** 7:45 - 3:00 pm (Mon - Thurs) / 7:45 - 12 pm (Friday)

**Elementary Office Phone:** 04 508 7444 ext. 3041

### Important Contact Information:

Name	Role	Email	Phone ext. (if applicable)
Michael Roberts	Director	mroberts@dunecrest.ae	3001
Jeremy Cramer	Principal	jcramer@dunecrest.ae	3130
James Ham	Elementary Dean of Students	jham@dunecrest.ae	3131
Sameena Remseen	Elementary Administrative Assistant	sremseen@dunecrest.ae	3041
Mr. Mohamed Sayed	Arabic Department Chair	msayed@dunecrest.ae	3300
Figen Deger	Elementary Counselor	fdeger@dunecrest.ae	3210
Sameena Remseen	ECA Coordinator	eca@dunecrest.ae	3041
Alex Munsayac	Technology Help	helpdesk@dunecrest.ae	3030
Arlene Estrella	Student IDs	id@dunecrest.ae	3034
Don De la Cruz	Uniform	store@dunecrest.ae	3060

## Academic Calendar

Dunecrest American School operates from August 25th, 2025 to July 3rd, 2026.

Click here to view the KHDA approved [Academic Calendar](#).

# Communications

## Channels of Communication

As partners in your child's education we value open lines of communication. The school will communicate with parents through school-wide and divisional newsletters; via scheduled Parent Coffee events, Seesaw, report cards, scheduled student-parent conferences, topic specific emails, and the Dunecrest website.

Students and parents are expected to follow the appropriate lines of communication when faced with an issue or concern.

1. Student → Teacher
2. Student → Principal
3. Parent → Teacher
4. Parent → Principal
5. Parent → Director

## Smore

All families are set up with a school Smore account so they can receive communications via this platform. Each Thursday the school sends out the Eagle Eye, which is one communication document with separate links to each divisions Smore newsletters. These newsletters contain important information, upcoming events, special dates and happenings as well as some school nuts & bolts. The Eagle Eye is typically sent on Thursday afternoons. Homeroom teachers also send a weekly newsletter on Fridays.



## Social Media Channels

Dunecrest uses a variety of social media channels to help students and parents stay connected. Please follow us on LinkedIn, Instagram (@dunecrestdubai) or Facebook (Dunecrest American School).

## Technology Platforms (Equipment and Expectations)

### Seesaw

We are pleased to inform you that Dunecrest American School will continue to use Seesaw during the 2025-2026 school year for reporting to parents and students, as well as a platform in which students do some of their required work, give and receive feedback, and as a place where parents can see and comment on student's posted work.

Everyone including students and parents will stay connected. Teachers will be able to share information with parents and students, which will allow students to stay on top of their assignments, and ensure parents are engaged in their children's learning and progress.

Parents/Guardians also have access to their child's Seesaw account. At the beginning of each school year, new families will receive an invitation to join and can see their child's posted work, comment on their child's work, as well as read the feedback/comments received by the student. Returning families remain active with no new invitation needed.

### Expectations With Seesaw:

- Students are expected to stay up with completing their assignments in Seesaw.
- Parents are expected to provide up-to-date student information along with their own updated email addresses and phone numbers at the beginning of the year to be housed within PowerSchool. Anytime a contact email or phone number is changed, parents will inform the school so that we can update the contacts in PowerSchool
- For direct interactions with teachers please use email or Seesaw as PowerSchool is NOT the platform to use when wanting back and forth communication with our faculty and staff.

## Schools Buddy

Schools Buddy is our digital platform that will be used when conducting field trips as well as ECAs at Dunecrest American School. Prior to field trips, documentation will need to be completed by parents in order for students to attend and these documents will be completed and submitted through the SchoolsBuddy online platform. Students will also be registered for ECAs through SchoolsBuddy. Sign ups will be held at three points throughout the 2025-2026 school year and further information about ECA options and sign up times will be provided via email from [eca@dunecrest.ae](mailto:eca@dunecrest.ae).

Expectations When Using Schools Buddy:

- Parents are expected to download the Schools Buddy app or have access using [desktop](#) or [download the app on your mobile](#).
- Students are responsible, with parental help, to check their time table to ensure proper attendance to ECAs.
- Students and parents will submit/complete the appropriate forms as needed to attend Dunecrest field trips as hosted throughout the 2025-2026 school year.
- New families should have received emails requesting to activate their accounts. Please contact [helpdesk@dunecrest.ae](mailto:helpdesk@dunecrest.ae) in case you have not yet received an activation link.

## Student Supply List & BYOD Program

Our grade-specific [school supply lists](#) and [BYOD Program](#) details are available on our website. We require students in Grades 2 - 5 to have an iPad which they bring to school on a daily basis. **Every device needs to be enrolled in our Mobile Device Management program, Mosyle.**





## Daily Timetable

### Elementary School Daily Timetable Monday - Thursday

	Time Period	Length
Morning Meeting	7:45 - 8:00	15
Period 1	8:00 - 8:40	40
Period 2	8:45 - 9:25	40
BREAK	9:25 - 9:45	20
Period 3	9:45 - 10:25	40
Period 4	10:30 - 11:10	40
Period 5	11:15 - 11:55	40
LUNCH	11:55 - 12:35	40
Period 6	12:35 - 1:20	40
Period 7	1:25 - 2:05	40
Period 8	2:10 - 2:50	40
Closing Circle	2:50 - 3:00	15

### Friday

	Time Period	Length
Morning Meeting	7:45 - 8:00	15
Period 1	8:00 - 8:40	40
Period 2	8:45 - 9:25	40
BREAK	9:25 - 9:45	20
Period 3	9:45 - 10:25	40
Period 4	10:30 - 11:10	40
Period 5	11:15 - 11:55	40
End of Day	11:55 - 12:00	5

## Uniform Expectations

Students must wear the orange polo with the shorts, pants, skort, or leggings every day. Students must wear flat closed-toe shoes like running shoes and/or walking shoes in any color. Crocs, sandals and/or slides are not a suitable type of shoe for school. On PE days, students may choose to wear their PE uniform throughout the day.

Students who arrive at school out of uniform will be sent to the Elementary office. They will be able to call home for the proper uniform to be delivered or taken to the uniform store to purchase the appropriate piece of clothing. Below are images of the expected school uniform.

### Elementary School (Grades 1-5)



Polo shirt

+



Shorts

OR



Skort

+



Jacket

optional



Pants for boys

OR



Pants for girls



Prek to Grade 5

OR



optional

### P.E Kit

## School ID and Spare Cashless System for Cafeteria, Attendance and Library

All elementary students will be given a school ID card which will have several capabilities at Dunecrest. Students will receive their id card on a Dunecrest lanyard. They are responsible for keeping it safe, not losing it, and making use of it in three ways.

- Students will use their ids, in conjunction with the Spare system, to make purchases of food and beverages in the cafeteria.
- Students, when arriving after the 7:45 bell, can use their id card to "tap into" school at the main entrance rather than getting a manual tardy slip. Students must tap their id, or else they will be automatically marked absent in the system which can lead to incorrect absence notification to the parents.
- Students will take their id cards to the library for checking out books.

We will continue to monitor the use of these cards and systems here at school so we can make adjustments and improvements as necessary.

Please see the attached directions below for a step-by-step outline of the process for how to pair your student's id card (called a Digital ID in the Spare app) with your Spare app so they can use their id card to purchase items in the cafeteria.

### [Parent Onboarding and Digital ID Card Pairing guide](#)

In case your child loses the school id, then please follow this link for instructions on how to reorder

### [School ID reprint through Spare app](#)

For any questions about school IDs, please contact [id@dunecrest.ae](mailto:id@dunecrest.ae)



# Attendance Expectations

We aim for an environment which enables and encourages all members of the community to strive for excellence, one of our CREST values. For our students to gain the greatest benefit from their education it is vital that they attend regularly, and they should be at school, on time, every day the school is open, unless the reason for the absence is unavoidable.

It is extremely important that the school is aware of any child who will be absent.

## **If your child is absent, please follow these procedures: -**

- Email [attendance@dunecrest.ae](mailto:attendance@dunecrest.ae) or call the attendance office. 04 508-7444 ext. 3000 **A voice message can be left.** A notification will be made in the system and the teacher/s will be informed.
- Please include your child's Home Room Teacher in the email or contact them through Seesaw, so they are also immediately aware of the absence and can also follow up with work missed for the duration of the absence.
- Please inform us if the absence is likely to be more than 1 day and obtain a doctor's note if you wish the absence to be recorded as **authorized** for a long-term illness (more than 3 days)
- Keep us informed on any subsequent days of absence or any changes to the expected return date.

## **Absence procedures by the school:**

- You will receive an automated email or text at 8:30 a.m. where there is an unexplained absence. We will call or email you on the first day of absence if we have not heard from you by 8:30 on the day of absence.
- Telephone on the third consecutive day of continual absence unless this period of absence is indicated in the first communication.
- Parents will be asked to discuss the situation with a member of our administration team if absences persist.
- If you feel an absence notification was sent to you by mistake, then please inform the attendance desk. At times system or human errors can happen. Rest assured the office will get back to you as soon as possible with confirmation on your child's status after physically checking the presence of your child.

It is the responsibility of the student to catch up on all work missed in class. This can be supported by the parents and teacher through contact via email or seesaw.

## **It is very important to ensure that students attend regularly. To work together to achieve this, we will:**

- Report to parents in each quarter on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainment;
- Celebrate and recognize the highest levels of attendance using class and year group attendance data.
- Stress the importance of attendance and punctuality at parent consultation events and relay the message that poor attendance and/or punctuality can affect your child's attainment negatively.
- Have regular communication with parents of students whose attendance and/or tardiness is becoming a concern, working with them on strategies to avoid it reaching a level that may result in serious repercussions.

The Dunecrest target is to achieve 98% attendance which is rated as outstanding by the KHDA, who emphasize that attendance is a key to successful schooling and high attainment. The staff, parents and students share responsibility in meeting these targets.

## **AUTHORIZED & UNAUTHORIZED ABSENCES:**

- An absence is **Authorized** for one or more days only if we receive communication from the parent and there is for a good reason, such as illness or family emergencies. A doctor's note is required for a long-term absence (more than 3-days) to be authorized. KHDA guidelines identify sickness and bereavement as the two reasons absences may be classified as **Authorized**.
- An **Unauthorized** absence is recorded when there has been no communication from a parent **or** if the absence is not for a KHDA-identified reason.
- Taking time off school for a family holiday during term time is recorded as an **Unauthorized** absence unless permission has been sought from the Director and there is a justified reason.
- Extending vacations or leaving school early for vacations are **Unauthorized** absences.
- Students attending school trips [are recorded as present](#).
- Students staying home for official study leave (examination preparations) are recorded as [present](#).
- Students required to stay at home due to Health Authority mandatory instructions are recorded as authorized absence (e.g., COVID).
- Suspension out of school is an authorized absence.

## **PERSISTENT ABSENTEEISM**

When an attendance record is a cause for concern, it is doing considerable damage to the child's educational prospects and we need parents' fullest support and cooperation to tackle this. Some of the actions that may be taken by the school are:

- Absent days to be noted in students' progress report.
- Emails, calls and/or meetings with parents to establish circumstances.
- A warning letter may be issued to parents by the school after recognition of ongoing absence problems. Letters to KHDA will be submitted for continuing absence problems.
- Attendance contract set up between parents, student and school
- If the attendance contract is not adhered to, then the child will be recognized to be in breach of the pre-existing contract and a document will be drawn up to reflect this.
- Failure to abide by the attendance policy of the school will then be considered with regard to non-promotion for the next academic year or non-reenrollment of the given student..

*As per the Ministry of Education, a student with more than 21 days of **unauthorized** absences may not be promoted to the next grade level at the end of the school year. **Authorized** absences are either absences due to illness supported by a medical note or family bereavement. All other absences are considered **unauthorized**. Furthermore, students must also attend more than 75% of the school year to be promoted to the next grade level.*

*\* Dunecrest uses the terms authorized or unauthorized, KHDA documentation uses the terms excused and unexcused.*

### **REQUEST FOR LEAVE OF ABSENCE:**

The UAE Ministry of Education and Dunecrest American School strongly disapprove of students being removed from school in term time for vacation purposes, and family events such as birthday celebrations. Parents withdrawing students from school should consider that the absences have a negative impact on the student's classroom experience, educational progress and may affect their promotion to the next grade level and/or re-enrollment for the following year.

Authorized leave of absence is given at the discretion of the School Director, **but only with very good reason.** If holidays are taken during term time they will be marked as unauthorized absences. All students who attend a school day trip or overnight excursion will be marked as present.

The school will not authorize an absence during the following times:

- When a student is just starting school, this is very important as your child needs to settle into their new environment as quickly as possible.
- Immediately before and during assessment periods, school examinations and IB examinations.
- When a student's attendance record already includes a high level of absence.

### **PUNCTUALITY PROCEDURES:**

Poor punctuality (tardiness) is not acceptable. If a student misses the start of the day, they will miss important work, vital information and news for the day. Students arriving late to any lessons cause disruption, it can be embarrassing for the student and can also encourage absence.

Dunecrest American School requires students to be in their **first lesson for a registration period starting at 7:45 am.** They must be sat **in class** by 7:45 am which means they should arrive at school by 7:40 a.m. at the latest.

If a student arrives to their classroom after 7:45 am they must proceed to the main reception to collect a late slip which must be presented to the class teacher to gain entry to the class. They will then be marked as Present but Tardy.

### **In case of repeated tardiness:**

- Tardiness days to be noted in students' progress report.
- The school office will request the Grade teacher to connect with the student and/or parents regarding the repeated issue and how much of the start of the school day is being missed.
- If tardiness is over 15% a letter will be sent and/or conversation will be had between the school office and the parents to see what strategies can be put in place to amend this.
- A punctuality contract will be set up between parents, student and school.
- Failure to abide by the punctuality policy of the school will then be considered with regard to non-promotion and/or non-reenrollment for the next academic year.

### **Internal Tardiness (between lessons):**

Students who don't transition with their class in a timely manner between homeroom and other classrooms will be addressed by the class teacher. Repeated instances will then be referred to the school office when tardiness and disruption to lessons occurs. The school leadership team will:

- Give appropriate consequences during recess time.
- Contact parents if it is felt necessary to inform them of the issue.

### **Early Dismissals:**

Early dismissals are discouraged and are not acceptable without a valid reason. The school appreciates parents' efforts to try to make doctor, dentist, or other necessary appointments outside the school hours as much as possible.

If it is essential for your child to leave the school before the end of the day, then please follow the guidance below:

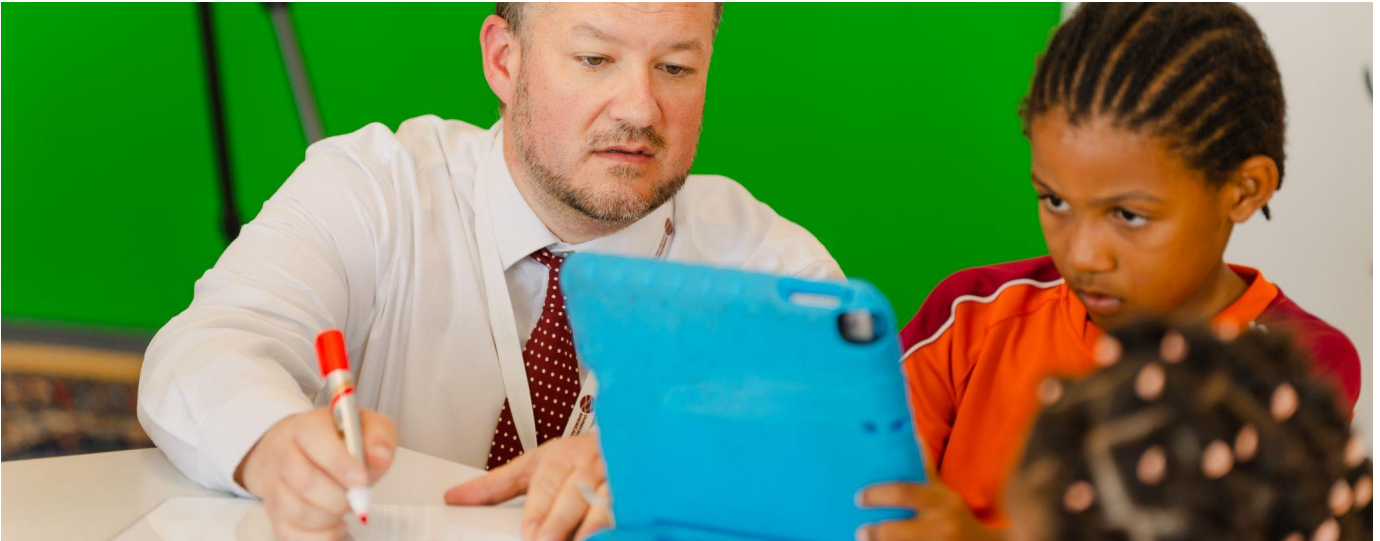
- Send an email to [attendance@dunecrest.ae](mailto:attendance@dunecrest.ae) and the homeroom teacher stating the time and date of early pickup. If your child uses school transport, then please also copy [transport@dunecrest.ae](mailto:transport@dunecrest.ae) on your email.
- Please note the latest early exit time for an elementary student to be collected is 2:40 pm (Mon to Thu) and 11:40 am on Fridays
- Come to school at least 15 minutes before your expected departure time and allow enough time for your child to come down. It may take some time for your child to come with their belongings, especially if they are in the middle of a specialist class.

### **Campus Visits**

We welcome parents and other guests to visit campus who may have appointments or official inquiries. Please use the following steps when organising a visit to the school campus:

- Arrange an appointment with the relevant member of staff at least 24 hours prior to your visit; wait for that person to confirm your appointment prior to attending. Appointments can be made via email or phone call through division secretaries if you are unsure about how to contact staff directly.
- Upon arrival, please report to the main reception where security and reception will require your family ID card or your Emirates ID after confirming your appointment with the relevant school personnel.
- The school receptionist will welcome you to wait in the lobby and will contact the member of staff with whom you have an appointment.
- After your appointment, you will need to return to the main reception where you are able to collect your Emirates ID if necessary

In the interest of student and campus safety, if these steps are not followed, you may not be granted access to the school campus. Please help us to help you by following these steps.



## Student - Teacher Charter

The Dunecrest Student-Teacher charter are the agreed upon expectations for teachers and students in order to create an optimal learning environment for students to reach their personal goals and achieve success. This charter was created through collaboration by student leaders, selected teachers, and administrators. It is reviewed yearly in order to adapt to the ever changing needs of our student body and best educational practices.

Teachers expect students to:	Students expect teachers to:
take responsibility for your own learning and turn up for each lesson on time with the correct learning materials	deliver high quality lessons that help us progress and achieve success
attend all lessons and engage in a variety of learning experiences, and always try your best	creatively plan lessons so that we experience a range of varied learning opportunities, including collaboration with peers
engage in all lessons with enthusiasm, challenge yourself and support others	deliver engaging and interesting lessons that challenge us and differentiate for our different needs
play your part in developing your skill set by engaging in the many opportunities available to you in and outside the classroom	prepare us for the future and build our employment skills and confidence
have electronic devices fully charged at the start of the school day and use devices and the school network appropriately following the IT Code of Practice	ensure teaching materials are loaded onto Google classroom before lessons, so that we can be fully prepared for lessons
follow any guidelines given to complete assignments to the highest standards	give detailed information, including rubrics, for how assignments should be completed
hand in high quality work on time and completed to the best of your ability	to mark and grade our work promptly within 5 school days and offer feedback for improvement
uphold academic honesty and follow the honor code	support us to uphold the code for academic honesty with clear guidance as we progress through the school
be aware and mindful of the amount of time it takes teachers to mark work and that work that is handed in late creates extra work	be aware and mindful of our workload across our subjects
treat all staff, fellow students, and visitors fairly and respectfully	treat all students fairly and respectfully
demonstrate high standards of behavior at all times around the school, follow all school rules and lesson expectations	ensure the school rules and classroom expectations are clear and consistently upheld
follow the CREST values of Creativity, Respect, Excellence, Service and Teamwork in everything you do	give opportunities for us to demonstrate our CREST values during lessons and through a variety of school events
respect the environment in which you learn and help keep school safe	provide a safe, clean and positive learning environment, free from any form of bullying
inform teachers, counselors, or administrators when you have issues or concerns	have our issues or concerns dealt with efficiently, compassionately, and fairly
wear the correct school uniform and sport uniform smartly and with pride	ensure we are aware of any uniform changes and that the school store has the stock required

## Student Behavior

### STUDENT CONDUCT

Dunecrest American School believes that development of individual personality and love of learning flourishes best in a pleasant, supportive and secure environment. The backbone of Dunecrest American School is respect, including self-respect, respect for others and respect for learning. We demonstrate this by using inclusive language, greeting each other politely in the halls, making eye contact when talking, and listening attentively.

The style and tone of the school in such manners as language, sportsmanship, courtesy, dress and personal habits, regard for school rules and principles should also reflect this respect. Each student's right or privilege bears a corresponding responsibility. When a student neglects his/her responsibilities, he/she may be denying rights and privileges to themselves and others.

Dunecrest Elementary School recognises and acknowledges positive behavior throughout the school with house points, certificates, rewards and recognition during assemblies. Through encouraging positive behaviors, it is our goal to create a friendly and productive environment in which students thrive and learn.

### EACH STUDENT AT DUNECREST AMERICAN SCHOOL HAS THE RIGHT:

- To be secure and safe in his/her person and property.
- To be treated with respect, courtesy, and consideration.
- To know what the expected rules of student behavior are.
- To benefit and be recognized for his/her own efforts.

### EACH STUDENT AT DUNECREST AMERICAN SCHOOL HAS THE RESPONSIBILITY:

- To respect the rights of others
- To demonstrate a positive attitude and apply very best effort toward learning.
- To maintain neat and clean personal attire and hygiene.
- To respect the property of others, including keeping all books, facilities and materials used in the school in good condition.
- To behave responsibly and comply with all school rules and instructions.
- To refrain from fighting, disruptive behavior or acting in such a manner as to risk injury or endanger the safety and welfare of others.
- To refrain from using threats or intimidation against others, theft, or any other unlawful activity.
- To be prompt to school and classes and refrain from tardiness and unexcused or excessive absences.
- Show respect to all members of the school community, parents/guardians and other members of the local community and to participate in promoting a positive school community image.
- To commit to the heritage and culture of the UAE.

## **CODE OF CONDUCT AND DISCIPLINE**

Our discipline procedures aim to:

- Recognize and promote responsible and positive behavior.
- Provide a consistent approach to managing inappropriate behavior by applying fair and logical consequences.
- Encourage students to take responsibility for their own behavior by teaching and promoting problem solving, conflict management skills and values.
- Encourage students to learn and reflect on their own behavior.
- Promote the IB Learner Profile and CREST attributes in order to encourage students to have a positive influence in our community

## **BULLYING**

Dunecrest American School defines bullying as “any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma.”

"Bullying" includes cyber-bullying. In addition, bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Any student who wishes to report bullying should visit with the school counselor.

Consequences of bullying could include any of the following:

- Parent Conference
- Counseling
- Behavior Probation
- Discontinuation of Enrollment and Recommendation for Expulsion

## **DISCIPLINE**

On occasion, we deal with incidents of misbehaviour. When this happens, the school follows our school policy through the following procedures:

- Teachers will manage most issues that occur in the classroom, referring to the elementary office, Dean of Students, and Counselor and entering data into PowerSchool when necessary.
- The Dean of Students and Principal will review discipline data referred to them and on PowerSchool periodically and follow up with students and parents when necessary using the following steps:
  - Conversations with the students and parents and appropriate consequences put in place where deemed necessary
  - Official warning from the school as a result of consistent misbehavior
  - Second warning from the school where no improvements are made, issued with a behavior plan where necessary; letter to KHDA as needed.
  - Third and final warning if misbehavior continues; letter to KHDA as needed.
- The school may decide to suspend, decline future enrollment or expel a student without any or all of these steps taking place, depending on the misbehavior that occurs and in accordance with KHDA guidelines.

## BEHAVIOR CATEGORIES

Dunecrest Elementary School provides three categories of behavior violations that the school follows when dealing with incidents of misbehavior.

LEVEL 1 OFFENSES are mostly managed by teachers within classrooms. Teachers use a 2/3-strike approach when redirecting student behavior. For example, a student will be given a first and second warning about behavior, and on the third occasion the teacher will follow through with consequences and referral to the school office.

LEVEL 2 OFFENSES are mostly managed by the Dean of Students and Principal. These behaviors will be placed in PowerSchool in the student's discipline record. Parents will be contacted when the appropriate consequence has been decided.

LEVEL 3 OFFENSES are managed by the Dean of Students, Principal and the Director where necessary. These behaviors will immediately be placed in PowerSchool in the student's discipline record. Parents will be contacted when the appropriate consequence has been decided and likely a letter will be submitted to KHDA.

Level 1 <u>Examples of Offenses</u>	Level 2 <u>Examples of Offenses</u>	Level 3 <u>Examples of Offenses</u>
<ul style="list-style-type: none"> <li>- Not Following Directions</li> <li>- Eye Rolling</li> <li>- Being Disruptive/ Disrespectful</li> <li>- Name Calling</li> <li>- Excessive Talking Disruptions</li> <li>- Cheating</li> <li>- Mocking</li> <li>- Derogatory Notes/Pictures</li> <li>- Teasing</li> </ul>	<ul style="list-style-type: none"> <li>- Back Talking</li> <li>- Throwing Objects</li> <li>- Inappropriate Language</li> <li>- Arguing Disrespectfully</li> <li>- Open Defiance</li> <li>- Refusing to Work</li> <li>- Taunting</li> <li>- Minor Physical Aggressions</li> <li>- Inappropriate Use of Technology</li> </ul> <p style="color: red; text-align: center;"><b>*Repeated Level 1 Behaviors</b></p>	<ul style="list-style-type: none"> <li>- Direct and Willful Disrespect of School Rules</li> <li>- Disrespect Towards Authority</li> <li>- Harassment</li> <li>- Major Physical Aggressions</li> <li>- Fighting</li> <li>- Bullying</li> <li>- Threatening Property</li> <li>- Stealing</li> <li>- Damage</li> <li>- Fire Alarm Pull</li> <li>- Ethnic Slurs</li> </ul> <p style="color: red; text-align: center;"><b>*Repeated Level 2 Behaviors</b></p>

## SUSPENSION

The School Principal may suspend a student for any number of days depending on the severity of the case. In all cases, the student will not be readmitted until the parents/guardian have conferred with the Principal or Head of School.

## EXPULSION

Expulsion from the school shall be affected on the order of the Head of School. The Head of School shall immediately advise the Esol Education Senior Executive Board of any expulsions.

## DUNECREST CODE OF CONDUCT SUMMARY:

Every student at the Dunecrest American School has the right to a quality education. Each teacher has the responsibility to teach and each student has the right and the responsibility to learn.

Each teacher has classroom rules to ensure the best possible educational environment.

No student has the right to interfere with the learning process for themselves or others.

Respect, common sense, reasonableness, and courtesy are the foundation for the educational relationship between student and teacher.

Any student, who conducts himself/herself in a way that is detrimental to the orderly operation of the school, a school-sponsored activity, or any other aspect of the educational process, shall be subject to disciplinary action.

# Teaching and Learning at Dunecrest

## **RATIONALE**

This policy provides the framework within which teaching and learning takes place at Dunecrest American School. We are committed to providing an excellent education for all our students, enabling them to enjoy and achieve high levels of learning.

## **AIMS**

This Teaching & Learning policy will address the diverse needs and aspirations of our student body by offering them an excellent foundation in all aspects of learning. It is our aim to challenge and prepare them for a successful future.

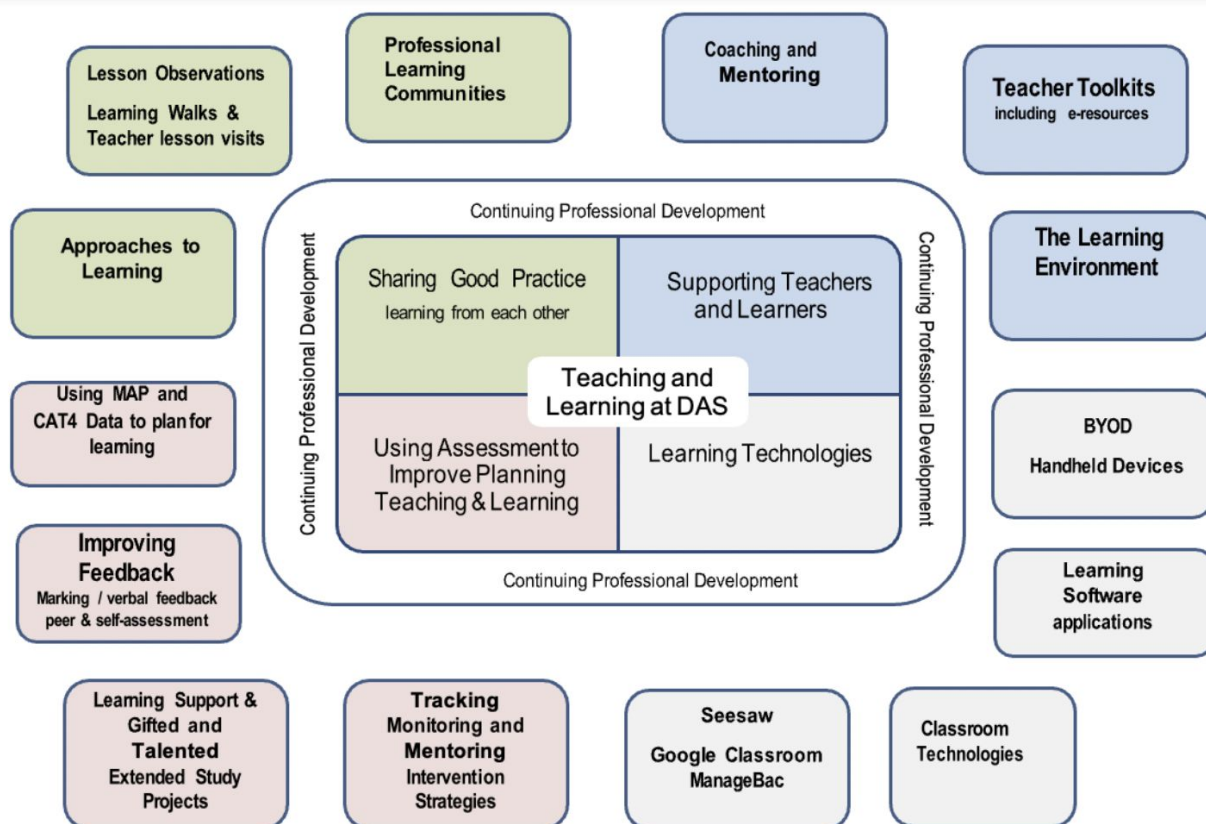
## **LINK TO THE SCHOOL CORE VALUES AND AIMS**

This Teaching and Learning policy is aligned to the following CREST values and strategic aims:

- Systematically reviewing the curriculum to meet the needs of our students in an ever-changing world.
- Assessing students' attainment and progress (growth) throughout their learning journey.
- Using technology to enhance the learning experience.
- Recognizing that different teaching methodologies are essential for effective learning to take place.
- Offering enjoyable and exciting approaches and opportunities to stimulate enthusiasm and motivation for learning.
- Enriching our curriculum with a wide variety of opportunities and a range of intercultural experiences.

## **PURPOSE**

- To provide clear information to students, teachers and parents on the quality of teaching and learning at Dunecrest American School.
- To provide a clear statement of expectations against which teaching and learning can be monitored, evaluated and reviewed.
- To deepen students, teachers and parents' involvement in successful learning partnerships.
- To help parents support their children's learning.
- To enable students to become self-motivated, independent learners who can think critically, problem solve whilst having a sense of curiosity and an enjoyment of learning.
- To encourage all stakeholders to reach their full potential.



## Assessment

Regular assessment of student performance is primarily intended to improve student learning. At Dunecrest American School, our assessment principles are in line with the spirit of the IB Programme and aligned with our school's Mission, Vision, and values. Information gathered through assessment helps teachers to determine students' strengths and areas for growth in the achievement of expectations in each subject and in each grade.

Assessment is an integral component of all teaching and learning. It has a positive impact on student motivation, well-being and self-awareness as learners. Assessment provides regular feedback on the learning process for students by allowing them to demonstrate their learning through a variety of different activities including assignments, day-to-day observations, conversations or conferences, demonstrations, projects and performances, that accurately reflect how well a student is achieving the expectations in a subject. The data obtained from assessment is used to inform teacher planning and classroom practice; to update parents on their children's learning, and to provide feedback for students on their learning progress.

## WHAT IS EFFECTIVE ASSESSMENT

- Information that directs and engages the learner in a process of self-reflection and helps the learner answer three questions:
  - What have I learned?
  - What more do I need to learn?
  - How do I reach the next level of learning?
- Is planned, purposeful and meaningful.
- Involves students and teachers working in a collaborative setting.
- Informs planning, teaching and reporting.
- Gathers information about individuals and groups of students.
- Is accessible to all learners.
- Should be used to provide feedback to students, teachers and parents on the learning process.
- Differentiates via additional scaffolding.
- Uses summative tasks that are assessed against school-based criteria to ensure continuous assessment and feedback of students' performance.
- Evidence of learning can be demonstrated through process and/or product and shown through the use of digital portfolios, student work, displays, performance and conversations.
- Practices should include student and teacher reflection and goal setting for next steps in learning.
- Includes discussion of the assessment criteria with students in advance via assessment rubrics, including task-specific clarifications and common command terms.
- Ensures that students receive timely and meaningful feedback to inform and improve their learning

Dunecrest American School will utilize the following criteria with assessment and grading that make it effective:

- It is criterion referenced, using rubrics which provide clarity for learners and facilitates a 'no secrets' approach to teaching and learning.
- There are clear learning targets.
- Effective feedback in the form of both formative and summative is given.
- Promotes a 'Growth Mindset' towards learning.
- Achievement and Behavior are reported separately.

## **FORMATIVE ASSESSMENT**

Assessment that is used on a continual basis throughout the learning process. It involves constructive feedback for students designed to help improve learning before any summative grading takes place.

### **EXAMPLES OF FORMATIVE ASSESSMENT**

- Anecdotal Records
- Running Records
- Graphic Organizers
- Exit/Admit Slips
- Conferences
- Observations
- Questioning
- Discussion
- Peer/Self-Assessments
- Visual Representations
- Think-Pair-Share
- Journal Writing
- Practical Experimental Work

## **SUMMATIVE ASSESSMENT**

Assessment of learning that occurs throughout the course. This gives students an opportunity to demonstrate achievement and will be reported in the gradebook.

### **EXAMPLES OF SUMMATIVE ASSESSMENTS**

- Tests
- Quizzes
- Exams
- Unit Projects
- Essays
- Research Projects
- Performance-Based Assessments
- Oral Examinations and Presentations
- Lab Reports
- Group Projects

## **RUBRIC**

A rubric is an evaluation tool or set of guidelines used to promote the consistent application of learning, or to measure their attainment against a consistent set of criteria. Rubrics clearly define academic expectations for students and help to ensure consistency in the evaluation of academic work from student to student, assignment to assignment, or course to course.

## FEEDBACK AND REPORTING

At Dunecrest American School we believe that regular and timely feedback and reporting through both assessment as learning and assessment of learning is the most effective way to support learning. Such feedback helps students reflect on their learning and set goals for next steps and provides the opportunity for dialogue between students, teachers and parents to discuss learning strengths and areas to develop.

### CREST, Social Skills & Work Habits

All report cards give feedback on our CREST values. This is done to highlight the importance of being well-rounded and a positive member of the classroom community. Written comments often include feedback for students around social skills and work habits as well for the same reasons.

## Grading, & Reporting

### GRADING AND REPORTING STUDENT ACHIEVEMENT

Reporting to parents will be done through the PowerSchool educational management system and in the elementary school report cards are sent out via email.

Grading in the elementary school is on a 5 level rubric as follows:

<b>E</b>	Expert	Consistently, and independently demonstrates <b>extensive/extended</b> knowledge and understanding of grade level standards. Routinely <b>exceeds</b> grade level standards independently. All work is of a superior quality.
<b>P</b>	Practitioner	Consistently, and independently demonstrates <b>proficient</b> knowledge and understanding of grade level standards. May occasionally exceed grade level standards with teacher support. Most work is of an excellent quality.
<b>A</b>	Apprentice	Consistently demonstrates <b>approaching</b> the skills, knowledge, and understanding of grade level standards after instruction. Can apply skills and concepts at grade level with practice. Most work is of a good quality.
<b>N</b>	Novice	<b>Inconsistent</b> knowledge and understanding of grade level content. Beginning to <b>approach</b> grade level content, but only with extra support, instruction, or remediation. Most work is of a basic quality.
<b>D</b>	Did not Demonstrate	<b>Did not demonstrate</b> knowledge and understanding of grade level standards. Does not yet apply skills and work is of a poor quality or incomplete.
<b>NA</b>	Not Assessed	Evidence of learning has not been collected this quarter

**Report Cards**

In the Elementary School, our year is broken up into four quarters. Grades are given on the student report card at the end of each quarter. Additional communication about progress and grades are provided in two ways.

At the end of Quarters 1 and 3 this additional communication is provided during parent/teacher conferences. These conferences provide more details and information about a student’s progress, goals, achievement, and areas for growth.

At the end of Quarters 2 and 4, in addition to the regular report card grades, students will also receive written comments as part of their report cards. Again, these written comments will provide more details about a student’s progress, goals, achievement, and areas for growth.

FEEDBACK	DATE	DESCRIPTION OF FEEDBACK
<b>QUARTER 1</b>		
Quarter 1 Report Cards	Mid-November	Reports published via Power School and shared via email that include grades for all subject areas.
Parent/Teacher Conferences	Mid-November	Parent/Teacher conferences to discuss learning, achievement, progress to date, and student goals.
<b>QUARTER 2</b>		
Quarter 2 Report Cards	Early February	Reports published via Power School that include grades, and written narrative comments.
<b>QUARTER 3</b>		
Quarter 3 Report Cards	Early May	Reports published via Power School and shared via email that include grades for all subject areas.
Parent/Teacher Conferences	Early May	Parent/Teacher conferences to discuss learning, achievement, progress to date, and student goals.
<b>QUARTER 4 / END OF YEAR</b>		
Quarter 4/Final Report Card	End of June	Reports published via Power School that include grades, and written narrative comments.

## External Standardized Testing

### **NWEA MAP Test (Measures of Academic Progress)**

NWEA MAP Growth Test is an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. It measures student performance in K-12 math, reading, language usage, and science. The MAP Test is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides measurement of students who perform on, above, and below grade level. Students in grades 6 to 12 take the test 3 times per year in Fall, Winter, & Spring.

### **The Cognitive Abilities Test (CAT4)**

The CAT4 is an 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. CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn.

Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed. Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability). The CAT4 is taken by students in grades 4, 6, 8 and 10 once a year.

## Internal Assessments

### **Dibels**

The Dibels Benchmark Assessment Systems (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills.

Dunecrest administers the Dibels benchmark assessments three times per year, and will do progress-monitoring as needed between the benchmark tests.

Dibels assessments are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.

The measures are consistent with many of the Common Core State Standards in Reading, especially those for Foundational Skills.

### **iReady**

Teachers use the iReady online assessment system to conduct testing in reading and in math. These tests are done in the beginning at the middle of the year. The results provide additional achievement and learning need identification.

In both subject areas these assessments help teachers set up individualized learning pathways in the iReady programs for students to engage in personalized learning targeting their areas of learning need as identified by the assessment.

## Internal Assessments - continued

### **IBT Arabic Language Assessment (by the Australian Council for Educational Research/ACER)**

The IBT Arabic Language Assessment for Private Schools are a set of skill-based assessments that are comprised of test items that assess a range of skills and concepts fundamental to language learning. The assessment is designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through a variety of texts and situations with multiple-choice questions and is based on the Arabic Curriculum provided by the Ministry of Education.

The assessments are divided into two categories in order to cater for two distinct populations in Private English Schools based on native and non-native speakers of the language within the school community. They are as follows:

**Arabic A Assessments:** The assessments are offered at Grades 3 to 10 and are designed for native Arabic speakers who are following the Arabic A option provided by the Private English Schools based on the Arabic curriculum provided by the Ministry of Education. The Arabic A Tests are designed to provide a clear picture of the skill set of the students and the level they are at, giving them an opportunity to identify and improve on their weaknesses.

**Arabic B Assessments:** The Arabic B assessments are designed in Levels corresponding to the number of years the students have studied Arabic B and the recommended the target Grade based on the numbers of years of Arabic B the student may have studied.

## Curriculum Overview

### **Goals of the Elementary School Curriculum**

Dunecrest American School provides students with a rigorous, inspirational, and innovative academic program combining comprehensive American curriculum standards with an engaging Inquiry-Based program of studies.

A holistic education is provided that encourages high standards of academic achievement, meaningful collaboration, and personal development, while supporting the unique needs of each learner. We encourage the expression of multiple perspectives in a safe and nurturing learning environment, such that the cultural identity of each student is valued. We prepare students to contribute to and thrive in a multicultural society. We support students in the development of skills and learning strategies. Students are encouraged to take responsibility for their own learning and wellbeing. Learning explicitly addresses guided and independent inquiry and investigations, skill development, and thinking strategies for finding solutions to the complex challenges posed in developing a sustainable and peaceful world.

## **Elementary Curriculum Philosophy**

The curriculum of Dunecrest American School, in accordance with the school's philosophy and its instructional goals, is closely parallel to the curriculum of the schools in the United States serving the same grade levels and is designed to prepare students for further schooling in the United States as well as in English speaking schools in other countries. In addition, the school will augment this focus with host country studies as well as the study of host country language. The curriculum of Dunecrest American School is based on the US Common Core Standards and American Education Reaches Out (AERO) Standards.

Inquiry-based teaching and learning strategies are valued and employed in the Elementary School to foster curiosity, actively engage students in formulating questions and seeking answers to those questions, and to take ownership of their learning and progress.

In addition, developmentally appropriate direct teaching of skills and concepts complements our inquiry-based approach to learning as an important part of student academic development and achievement. Notably, this is seen most clearly in both literacy and math.

### **Literacy**

Students entering Elementary will continue to expand their word study knowledge through explicit phonics, vocabulary, grammar and convention lessons. These fundamental skills are built on in each grade level. Literacy instruction is purposefully integrated throughout all subject areas to provide more processing and application time for students. Writing and reading are taught through the workshop model which encourages opportunity to ignite student creativity, autonomy, and community as they enhance their craft. Reading instruction is taught based on the science of reading as well as through a balanced literacy approach.

All Elementary students are expected to read nightly at home. Younger elementary students are often supported by parents during this time by reading together, taking turns reading aloud, and discussing the reading together. Older elementary students are often supported by parents by having protected time & space for individual reading - but even more importantly, by holding students accountable for their responsibility to accomplish this task every night.

### **Mathematics**

Dunecrest uses the Ready Math curriculum which provides instruction that develops mathematical reasoning using the American Common Core Standards. The program delivers high-quality, engaging, and productive learning experiences with rigor that benefits student growth. Students engage in real-world problem solving and build strong mathematical habits using a "Try, Discuss, Connect" routine. The program encourages students to develop a deeper understanding of math concepts through the embedded Standards for Mathematical Practice while also building on students' prior knowledge with connections across grade levels.

In addition to the program, we use iReady Mathematics as an extension to Ready Math. iReady Mathematics is an online custom math curriculum that provides students with their own personalized path of differentiated instruction. It ensures that all students can be successful at their personal level. The "My Path" instruction is used to fill gaps and provide support in areas of need for students as well as allowing opportunities for advanced instruction for above level learners. As a parent, you can also monitor your child's progress through their personalized dashboard and your child's teacher can provide responsive instruction throughout the year using the informative data to meet student needs. Students can advance quickly once they master a skill and engage in a variety of learning games that keep them motivated.

## **Science & Social Studies**

Our science curriculum is aligned with the Next Generation Science Standards (NGSS), which promote an engaging and inquiry-based approach to learning science.

Students will develop a deep understanding of core scientific concepts while actively participating in hands-on investigations and experiments. They will learn to ask questions, make observations, analyze data, and construct explanations, all while building critical thinking skills. The curriculum also emphasizes the development of 21st-century skills, including communication, collaboration, critical thinking, and creativity. Students engage in group projects, presentations, and scientific debates, honing their ability to articulate ideas, work effectively in teams, and think critically about complex scientific issues.

In addition, our curriculum emphasizes the integration of science with other subjects, encouraging connections with mathematics, language arts, and social studies. By applying their knowledge in different contexts, students develop a holistic understanding of the world around them.

In our social studies program, based on both the AERO Social Studies Standards, and the UAE Social Studies Standards, students will embark on a journey through time, geography, economics, civics, and culture. They will study different societies, their histories, and the contributions of various civilizations. Through inquiry-based learning experiences, students will investigate important events, analyze sources, and develop a nuanced understanding of the world around them.

With engaging projects, community connections, and real-world applications, our social studies curriculum prepares students for active participation in an interconnected world.

## **Computer Science**

Dunecrest is proud of the emphasis placed on technology and computer science in our curriculum. Students learn digital literacy using apps such as Keynote, iMovie, and the Google Suite which is applied in other classes using our cross-curricular integrated approach. Coding is taught using various platforms such as codespark, scratch, and code.org which teaches not only the basics of programming and Python, but also problem solving and critical thinking skills. Once those coding skills are learned, they are applied using our robotics equipment including sferos, DASH robots, LEGO kits, and drones. Time is also spent on digital citizenship where students learn to be responsible users of technology and make good decisions in our ever evolving tech centric world.

## **Art**

Dunecrest provides an engaging and dynamic art program designed to ignite the creativity and imagination of elementary school students. Through a diverse range of activities, this program aims to foster a love for art, develop essential artistic skills, and encourage self-expression in a supportive and nurturing environment.

Our elementary art program supports the needs and abilities of young artists, spanning from first to fifth grade. With a curriculum that balances artistic exploration, skill-building, and self-discovery, we aim to empower students to embrace their individuality while appreciating the beauty and diversity of the art world.

## **PE**

The philosophy of the ES Physical Education (PE) program revolves around promoting a love for physical activity and fostering lifelong healthy habits in students. This is achieved by exposing students to a wide range of sports, games, and activities that not only provide physical exercise aimed to improve motor skills, but also help develop important life skills such as cooperation, sportsmanship, and leadership.

## **Music**

Students in elementary music classes engage in a wide range of activities such as singing, dancing, playing instruments, creating music, and music technology. Students are exposed to diverse music from other cultures throughout these musical activities, and work together to put on various performances throughout the year. The goal of elementary music at Dunecrest is to develop musicianship skills alongside a love and appreciation for the performing arts.

## **Islamic Studies**

Our Islamic Education Department is committed to providing students with a comprehensive education that prepares them for the challenges of the future. We aim to reinforce our students' national identity, foster love and cooperation, and cultivate in them a sense of responsibility towards their religion, community, and country. Our program provides students with experiences that facilitate the acquisition of knowledge, skills, values, and attitudes that help them become responsible citizens who contribute to the development of their communities.

In addition to our commitment to providing a comprehensive education, our Islamic Education Department also places great emphasis on developing critical thinking skills and problem-solving abilities in our students. We believe that these skills are essential for our students to become independent and effective decision-makers in all aspects of their lives. By encouraging our students to think critically and to approach problems with confidence and creativity, we prepare them to face the challenges of an ever-changing world with resilience and determination.

## **Arabic**

### Vision

To provide the best educational practices that ensure the excellence and leadership of the Arabic Language Department in the standards of the Ministry of Education

### Mission

To equip every student with the tools to speak, read and write Arabic, and to develop the knowledge and pride in the Arabic Language and culture

### Objectives

- 1 - To provide an integrated learning environment for achieving goals
- 2 - To develop and improve the level of academic programs
- 3 - To design the curriculum in line with the most recent academic developments
- 4 - To prepare all types of language assessments according to the MOE and IBDP standards
- 5 - To develop the educational technology used in classrooms
- 6 - To develop students through programs and support sessions
- 7 - To qualify students to serve the community by mastering Arabic

## **Enrollment in Arabic A and Arabic B**

Grade 1, dual passports (one Arabic, one non- Arabic but registered at Dunecrest with the non-Arabic passport):

- Students will by default be placed in Arabic B
- Should the parents wish their children to study Arabic A, this is possible. In this case, a written request from the parents is compulsory.

Grades 2 – 10, dual passports (one Arabic, one non- Arabic but registered at Dunecrest with the non- Arabic passport):

- Students will by default be placed in Arabic B
- Should the parents wish their children to study Arabic A, the following are compulsory:
  - Written request from the parents
  - Attestation from the previous school that the student has studied Arabic A before and is able to follow the Arabic A curriculum

Grades 1 – 10, Arabic passport as per below list of 22 countries:

- Students will by default be placed in Arabic A, even if they never studied Arabic before. In these cases, support will be provided.
- Arabic countries:  
Algeria- Bahrain- Comoros-Djibouti- Egypt- Iraq- Jordan- Kuwait- Lebanon- Libya- Mauritania- Morocco- Oman- Palestine- Qatar- Saudi Arabia- Somalia- Sudan- Syria- Tunisia- United Arab Emirates- Yemen

## Arabic - continued

Arabic and Islamic Studies are always linked:

- Arabic A and Islamic Studies A
- Arabic B and Islamic Studies B

Any other combinations are upon written request and approval from the Head of Islamic Studies Department only.

### Support Sessions:

The Arabic Department offers support sessions for Arabic A and Arabic B:

- To students who joined the school with no prior knowledge of Arabic
- To students who need extra support to achieve better results in one or more of the Arabic Language skills (Listening- Speaking- Reading- Writing)

### Arabic Curriculum:

Arabic lessons are delivered in Classical Arabic and the curriculum is based on the Ministry of Education Framework; it covers four major language skills: Listening, Speaking, Reading, and Writing.

### Arabic A:

In Arabic A, Ministry books are being used as the main resource for teaching and learning from Grade 1 until Grade 12. The curriculum is adapted and enriched with extra resources (printed and digital) in grammar, spelling, writing, reading comprehension, and rhetoric (in middle and high school).

The time allocated by the MOE to study Arabic varies between grades as follows:

- Grades 1, 2 & 3: 240 min/week
- Grades 4, 5 & 6: 200 min/week
- Grades 6, 7, 8, 9, 10, 11, 12: 160 min/week

### Arabic B:

The Arabic department at Dunecrest has designed their own Arabic B programme according to the MOE framework. Arabic B students are placed in different levels (Beginners, intermediate &/or advanced) based on their years of study and their level of proficiency in Arabic and not necessarily on their grade level.

The time allocated by the MOE to study Arabic B is the same across all grades: 160 min/ week.

As per the MOE requirements, Arabic B is mandatory for all non- Arab students from Grade 1 up to Grade 9; however, at Dunecrest, Arabic B classes keep running until G12 for students working on completing their American Diploma requirements.

### Arabic in Early Childhood

As per the MOE requirements, Arabic is not mandatory in Early Childhood in private international schools in Dubai; however, to promote Arabic and ensure a solid transition to students to Grade 1, Dunecrest is offering Arabic classes in EC as follows:

- Pre KG& KG1: 1 lesson x 40 min/week
- KG2: 2 lessons x 40 min/week

## Homework and assignments schoolwide

Our drive to instill bold curiosity and diligent effort is a hallmark of Dunecrest American School. We strive to promote our students' desire to pursue their highest potential, and to empower them with the means to achieve it. We want students to be able to take a question that's really compelling in the world or in their lives and have many tools with which to help them answer it.

At Dunecrest American School we believe learners require regular, timely, and user-friendly feedback in order to understand goals, produce quality work independently, innovate, and achieve high standards. Learning and innovation is fostered best in communities where student ideas are respected, with a caring adult monitoring the progress of each child and advocating for their best interest. Homework is a continuing journey of learning that starts during the normal school day and culminates in a finished project from students. Homework is not busy work but can come in a variety of formats to enhance student learning, understanding, and skill-building. Some examples of quality homework may include project-based learning opportunities, practice of specific skills and procedures students have learned, preparation and practice of presentations, recording auditory, visual, or written work to share, conducting research, watching learning presentations in preparation for class the following day, etc.

Note: At times, when a student does not complete work from class, they may need to complete it as homework.

Students also need time alone to explore their own thoughts, make their own connections, and create their own ideas. This is a driving factor in our homework expectations. We must ask our students what they believe in so they can know themselves in the world. We must give our students the tools of rigorous and passionate intellectual inquiry and self-expression so they can grow. Every aspect of the Dunecrest American School homework program encourages our students to take responsibility for their own learning both during normal school hours and beyond. Dunecrest American School seeks to graduate young people whose creativity and independence of thought sustain their continuing inquiry and reflection and whose passion for learning inspires them to push beyond what they already know.

## Homework and assignments in Elementary School

Dunecrest Elementary believes that children also need time to rest and play after school. In addition, the American Academy of Pediatrics recommends that children get adequate sleep each night in order to reach their full developmental potential. For those reasons, Dunecrest elementary school limits the amount of daily, structured homework. Keeping this in mind, all elementary students are still expected to read nightly. Nightly reading may also include tasks depending on the unit of study, grade level and learning needs.

In addition, students may have other projects and/or tasks aligning with the Dunecrest homework policy as outlined above. In Grades 3-5, students may begin to experience homework more often as part of their development in building responsibility, self-discipline and preparation for middle school. Finally, all elementary students are encouraged to pursue additional activities and interests that can help promote independent inquiry, encourage a lifelong habit of reading, and demonstrate initiative as a learner.

### **Arabic A Homework**

Arabic A is a minor exception to the general homework policy. By the end of each week, students in Arabic A class will receive a weekly plan outlining the activities and homework assignments for the upcoming week. The weekly plan will be differentiated by colors for easy identification of different activities and homework.

The weekly plan will include a list of worksheets, links, and digital resources that students can access to support their learning. These resources will be tailored to students' individual learning needs and abilities to help them achieve their learning goals.

## Academic Honesty

Students at Dunecrest American School must commit to upholding the highest standards of academic honesty and integrity. Responsibility for ensuring that all students are following ethical procedures is twofold:

- It is the responsibility of the teachers to instruct students in how to conduct their academic work appropriately, responsibly, and with integrity.
- It is the responsibility of the student to follow all guidelines of academic honesty, to avoid academic malpractice, to exhibit excellence as part of CREST, and to uphold Dunecrest expectations,, especially that of being principled.

Dunecrest American School defines academic malpractice as:

- Behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

Malpractice includes:

- **PLAGIARISM:** Describes a situation where a student uses words or ideas from someone else without giving that other person credit.
- **CHEATING:** Describes a situation where a student submits work that is not entirely his/her own individual work.
- **COLLUSION:** Working on an assignment with other students and then submitting very similar individual works or allowing another student to use one's work and/or data and submitting it as their own.
- **DUPLICATION OF WORK:** Defined as the presentation of the same work for different assessment components and/or diploma requirements.

## HONOR CODE

Dunecrest American School students will conduct themselves in an honorable, trustworthy, and ethical manner at all times. Dunecrest American School students will be truthful, will be academically honest, and will respect the property of others. The Dunecrest American School Honor Code stresses the importance of integrity, honor, and ethical behavior for every student. The teachers and staff will stress, in their words and actions, the importance of a person's honor and reputation, and we will expect our students to live by the high standards set forth in the code.

## World Language Course Selection

World Language classes in French and Spanish are taken as exploration classes in Grades 4. At the end of Grade 4, students make a selection between French and Spanish for Grade 5.



## Awards & Recognitions

### CREST AWARDS

The CREST attributes of Creativity, Respect, Excellence, Service, and Teamwork are embedded and promoted throughout Dunecrest American School. These attributes are modeled and encouraged by teachers and as a community we celebrate student achievement in demonstrating each attribute. Students in grades 1 to 5 are recognized for their embodiment of the CREST attributes throughout the year during celebrations of achievement.

### OTHER AWARDS

In addition to CREST awards, students in the elementary receive recognition awards for a variety of other achievements including academic, attendance, displaying attributes of the IB Learner profile, etc.

## Student Support & Counselor Services

The Dunecrest American School vision and mission as well as our philosophy regarding special education are the foundation of our code of practice. It is the purpose of the Dunecrest American School Student Support Program to:

- Provide equal opportunities for Dunecrest American School students of all abilities.
- Enable each student to achieve their full potential in a challenging and supportive environment.
- Create an effective climate for learning by sharing information that enables specialists to minimize the barriers to learning and maximize the opportunities for success for English Language Learners (ELL) and Inclusion students.



## Student Support & Counselor Services

- Plan and implement programs for ELL and Inclusion students as an integral part of the programs for all students.
- Utilize data about ELL and Inclusion students' strengths and challenges to make informed decisions.
- Narrow down the attainment gap between ELL and Inclusion students with non-support students, through effective research-based practices and interventions.
- Raise awareness among the school community about Students of Determination and their rights.
- Keep updated documentation about current policies and best practices regarding special education through ongoing professional development and constant communication with local governing entities (KHDA).
- Support and act as a resource for classroom teachers working with students with special needs.
- Provide ongoing professional development to enhance instructional strategies of support and classroom teachers/educators.
- Share responsibility with classroom teachers, parents and specialists.

For the full range of services provided, please see the [Student Support Handbook](#)

### Counselor Services

As a student advocate, our counselor works in partnership with students, educators, other counselors of Dunecrest American School, parents, and the community, to foster an inclusive and collaborative school environment central to the success of the Dunecrest mission. Our counselor provides an accessible program that is comprehensive, developmentally appropriate, and addresses the academic, and social/emotional development of all students.

In Elementary Counseling, the support starts at the transition from Early Childhood to Elementary School and continues to the transition from Elementary to Middle School. As a part of a comprehensive school counseling program, all students are presented with various social-emotional themes to support their well-being through classroom lessons and school-wide activities such as Mental Health Week and Kindness Week. Based on the needs of students, they are also supported through small group and individual counseling sessions. In addition, our counselor works with parents via consultation, and collaboration and takes part in the process of referral to outside services if needed.

### Moral Education

Dunecrest American School will live the commitment to unite knowledge and good moral values. It seeks students who combine proven academic ability, intellectual curiosity, and tenacity with decency and good character. At Dunecrest American School, exacting inquiry and thoughtful discourse foster the life of the mind, instruction and activity promote fitness and health, and the daily interactions of faculty and students nurture integrity, empathy, and kindness.

All students participate in a Moral Education class. Moral Education is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity. The four core pillars of the program are: Character & Morality, Individual & Community, Civic Studies, and Cultural Studies.

## Field Studies

### Field Study Philosophy

Dunecrest American School extends learning outside the classroom with local and international trips and visits, as described in the Field Study Trips Policy. Additional precautions are taken when taking students off-campus as the safety of students is paramount to the school.

Dunecrest American School encourages its staff and students to take advantage of field study and the educational value of field study/work. The School encourages the integration of field study in the educational function at all grade levels.

Field study should be related to the curriculum and preceded by the appropriate preparation in order to promote an activate interest of the students and enable them to draw from the greatest learning experience.

Cost of the field study trip, which includes transportation fees and food, is the responsibility of the parents. The parent permission form shall include the total cost of the field study, and an explanation and purpose of the field study. Any field study where the students leave campus must be approved by the Principal and the Head of School.

All precautions for safety will be taken prior to and during the field study. Before parents and students are notified of plans for a field study trip, the teacher must discuss the plans with the Principal and receive initial approval to proceed.

The Trips and Visits Procedure details the:

- Necessity to complete a thorough risk assessment;
- Checks to be made about the reputation, safeguarding and safety standards of providers;
- Ratio of adults to students;
- The supervision of students;
- Transportation safety;
- Communication between the trip leaders, the school and parents;
- Emergency contingencies;
- First Aid provision.

### Dunecrest Overnight Camps

Typically, in Grades 3-5, Dunecrest Elementary organizes Overnight Camps one time per year. These camp experiences are an important time of learning, growth, collaboration, and risk-taking for students and Dunecrest expects ALL students in these grades to attend camp with their peers.

Some students benefit from having overnight experiences BEFORE camp by doing sleepovers with their friends. These initial experiences at friends' houses help prepare students mentally and emotionally for being away from their own house and sleeping in a place that is not their bedroom. This can be especially important for those students in Grade 3, who often may have not had this experience before.

Our camps at Dunecrest are usually either 2 days of experiences with 1 night sleeping at camp, or 3 days of experiences with 2 nights sleeping away at camp.

## Extra Curricular Activities & Athletics

In order to provide a well-rounded and holistic education experience, students at Dunecrest American School are encouraged to participate in a variety of extra curricular activities. The scope and variety of extra-curricular activities may vary from year to year. Continuity shall be encouraged in the major areas of extracurricular activity, e.g. student publications, drama, athletics, and the arts.

Students must maintain satisfactory academic progress in all courses to be eligible for extra-curricular activities. For a student to be able to participate in team competitions, he/she must not be carrying an “N” in any class. The student has an opportunity to design a plan of improvement with all teachers affected. Grades will be reviewed on a weekly basis. Ineligible students must secure a progress report form from each of those teachers and personally bring it to their coach/advisor. It is not the responsibility of the coach/teacher/advisor, to gather these reports. This policy includes all athletic teams, clubs and other extra-curricular activities.

### Extra curricular Activities (ECAs)

The Dunecrest Extra Curricular Program supports our school mission by providing a wide range of engaging activities for our students to discover their talents, pursue their passions, and make a positive impact on their communities and the world beyond.

Education should be a holistic experience where students can grow and learn in a multitude of ways. Our students are strongly encouraged to explore interests outside of the classroom curriculum. At Dunecrest, we endeavor to provide a variety of opportunities and we are constantly striving to offer a wide range of engaging activities within the ECA Program.

We understand that a successful ECA program should include activities that foster the development of children physically, artistically, socially, emotionally and academically while:

- Exploring their talents
- Developing leadership skills
- Building bonds with role models
- Improving academic performance
- Having fun



Dunecrest American School ECA's run throughout the year over 3 separate terms. Prior to the term start dates, parents and students will receive an ECA brochure promoting all activities. Registration for all ECA's are done through the Dunecrest Schools Buddy application.

### **ECA Expectations**

ES students are expected to continue following school behavior and CREST expectations and responsibilities during all ECA sessions. Students not acting responsibly, respectfully, or following normal school expectations will be warned and redirected then asked to sit out of the activity. Repeated occurrences, whether in a single day or over multiple sessions will result in the student being removed from the activity completely. If the issue persists in additional ECAs, students will lose the right to participate in any ECAs for the next term.

### **Dunecrest Mini Eagles**

The Elementary program is an all inclusive program focused on the development of fundamental skills and introducing concepts of healthy and safe competition. Students in Grades 3 - 5 can participate in the sports of Soccer/Football, Basketball, and Track & Field. Ability levels are identified in order to create mixed ability level teams in preparation for friendly games and jamborees.

Dunecrest Elementary Mini-Eagles Sports teams participate as members of the Junior Emirates Athletic Conference (JEAC). The focus of JEAC is to reinforce the value of sportsmanship, respect, teamwork and self-discipline through healthy and fair competition.

Dunecrest Elementary Swimming program is available to students in Grades 2 to 5.

<b>Mini Eagles - Grades 3-5 Sports</b>				
<b>Season</b>	<b>Dates</b>	<b>Sport</b>	<b>Practices Per Week</b>	<b>Practice Days</b>
<b>1</b>	<b>Mid Sept. - Beg. Nov.</b>	<b>Swimming (Grade 2+)</b>	<b>2/3</b>	<b>TBD</b>
<b>1</b>	<b>Mid Sept. - Beg. Nov.</b>	<b>Soccer (Grade 3+)</b>	<b>2/3</b>	<b>TBD</b>
<b>2</b>	<b>Mid. Nov. - End Jan.</b>	<b>Track &amp; Field (Grade 3+)</b>	<b>2/3</b>	<b>TBD</b>
<b>3</b>	<b>March - May</b>	<b>Basketball (Grade 3+)</b>	<b>2/3</b>	<b>TBD</b>

## Health Services

The Dunecrest clinic is open from 7:30 am to 4:30 pm, Monday to Friday. It is staffed by two licensed School Nurses and a full time Doctor. They support the health and well-being of the school population through the delivery of the School Health Program. This support includes responding to minor injuries on campus, monitoring communicable diseases, undertaking the School Health Screening Program for Grades 1-12, UAE childhood immunization programs (G1+G11), health promotion campaigns, and ensuring the safety of medications within a school setting. They work within the DHA and KHDA Standards of practice to ensure the safety and well-being of all our students, staff and parents.

### Allergies

Dunecrest American School strives to be an *allergen aware* campus rather than an *allergen-free* school. An *allergen aware* campus seeks to create an environment in which children with severe allergies can learn to make appropriate choices to keep themselves safe. Students who have chronic health issues such as allergies, asthma, diabetes will require their parents to complete a health care plan with relevant supporting medical reports/prescriptions to ensure their health needs are met and considered throughout the school day.

Dunecrest American School is a Nut-Free School. Students are not allowed to bring food products containing nuts in their school lunches.

### Illness at School

If a student becomes unwell during the school day they are to visit the clinic where the nurse will document and assess if they need to go home. The nurse will then telephone the parent/guardian as listed under emergency contacts before any student leaves the campus. Depending on the nature of the ill health or injury the nurse will assess if there is a need to inform parents or not but will always document their visit.

Students who have a fever of 38 °C or diarrhea/vomiting will need to be free of symptoms for at least 24 hours without the use of medication before returning to school. This precaution reduces the risk of infectious diseases/ill health to our students and staff. For any inquiries to the health office please email [clinic@dunecrest.ae](mailto:clinic@dunecrest.ae)

### Medical Information

All applications to Dunecrest American School must be accompanied by previous educational records, any appropriate medical records and proof of age. Dunecrest American School shall not discriminate on the basis of race, creed, color, gender or national origin and seeks to accept all qualified students who apply.

Please see attached list of documents that parents are required to fill in during the beginning of school year (for new students and for those who haven't submitted before). All forms and medical information will be done with our Dunecrest medical team and should updates need to be made while the student is enrolled, then the updates should be done with them.

1. [Student Medical Form](#)
2. [School Vaccination Consent Form](#)
3. [Medication Consent Form](#)

As needed parents will also be required to complete an Action Plan Form for students who has medical condition that might need emergency medications or restrictions as per their treating doctor while in school:

1. Allergy Action Plan
2. Asthma Action Plan
3. Seizure Action Plan
4. Diabetes Management Plan

### **Mandated Health Screening**

Throughout a child's school career, Dubai Health Authority requires screening to be done by the school doctor as per the list below:

- **Physical Exams:** The school doctor conducts a non-invasive medical examination that includes screening of vision, ear nose throat, skin, chest, heart, abdomen and musculoskeletal systems of students in grades 1, 5, 9, 12 and all new students. Any findings requiring additional follow up or referrals will be reported to the parents using the referral form or via email.
- **Height and Weight:** All enrolled students will be monitored yearly according to World Health Organization guidelines.

- The school doctor notifies parents via email if a student is persistently underweight, overweight or obese along with advice on healthier lifestyle.
- **Immunizations:** All students should present proof of immunization upon entry to school. The document should show the child has been successfully immunized against MMR (Measles, Mumps and Rubella), DPT (Diphtheria, Pertussis and Tetanus), Polio and Hepatitis B etc. The school clinic conducts an immunization program where students receive vaccinations provided by the health authority free of cost.
- **Allergy and Chronic Disease History:** Parents are required to complete school health forms upon enrollment.
- **Consent for Immunization:** This is a mandatory form that Dubai Health Authority needs to have signed and dated upon enrollment. It is also compulsory that parents sign the refusal form if they do not want their child to be vaccinated at school.

### **Documentation That Needs to Be Updated Yearly With our Medical Team:**

These documents need to be checked yearly and ensured they are up to date at the start of every school year for your students' safety.

1. Childhood Immunization Card
2. Health Insurance
3. Emirates Id
4. Passport

## Accounts Information

The Dunecrest American School accounts office is open from 8:00 am to 4:00 pm. Payments for tuition, uniforms, yearbooks, cap and gowns, and other fees should be done in the accounts payable office located on the ground floor across from the school store.

Payments can be made in person at the accounts office, via electronic bank transfer or direct deposit to the bank details below.

### School Payment Information

Dunecrest American School is established and operated by Esol Education. All payments can be made by cash / check drawn in the name of Dunecrest American School LLC.

**Account Name:** Dunecrest American School L.L.C

**Bank Name:** Standard Chartered Bank

**Bank Branch:** Emaar Square

**Account Number:** 01-2389328-01

**IBAN:** AE51 0440 0000 0123 8932 801

**SWIFT CODE:** SCBLAEAD

\*Parents are requested to please email a scan or screenshot of the payment advice & reference number to [accounts@dunecrest.ae](mailto:accounts@dunecrest.ae) the payment is completed.

Please note that AED 250/- will be charged in case of a dishonored check.

## Transportation Services

### **STUDENT TRANSPORTATION**

Student transportation to and from school will be the responsibility of the parents. Dunecrest American School offers bus transportation for students whose parents pay for these services. Within certain restrictions, busing is provided door to door. Students who have not paid for the service are not eligible to ride the buses. Students are responsible for following and obeying the bus rules and regulations. In the event a student violates the established rules, he/she is subject to disciplinary action. In more severe cases, a student may be suspended from riding; at first, temporarily, and if necessary, permanently. If the bus driver is distracted by student's behavior, he/she cannot pay strict attention to his/her driving. This poses a safety problem for all students on the bus. All bus rules apply on field study trips as well as for daily transportation.

### **STUDENT TRANSPORTATION SAFETY**

All students must obey the driver and bus monitor at all times. Students must remain seated at all times with their seatbelts securely fastened and conduct themselves in a proper manner. Any student who chooses not to act in a safe manner or not follow the directions of the driver and/or bus monitor may be removed from using bus transportation services. The primary concern of Student Transportation is to safely transport students to and from school to the student's residence. The school bus service is a safe and useful addition to the school facilities and our drivers are trained in the role of providing the service.

No driver is employed at the school unless they have the proper driving license and training. All parents will be informed of the bus service during registration. The main issue of concern during the pickup is student safety. No students should stand at any time while the bus is moving, and the driver will not depart until all students are seated. The bus will not pick up more students than the number of seats available.

**MAVERICK** is our provider of school transport services. MAVERICK is an established and experienced school transport company in Dubai providing its services to many premium schools. It has been used by several Esol Education schools for more than ten years and we have received very good feedback about their services.

Please note that priority will be given to two-way journeys and confirmation of bus seats will be on first come, first serve basis. Failure to submit the application on or before August 15th can jeopardize the availability of transportation to the area requested.

## CHANGING BUSES

Students who are required to change their bus routes from time to time to fit in with family arrangements must communicate this with the building Principal.

The student, or parents of the student must contact the School Office before 10 a.m. on the day of the change providing the students name, regular bus number and requested bus number for the day.

## LATE BUSES

Once extra curricular activities begin, there may be buses available, dependent on location, for students and staff involved in those activities. Any staff and students remaining on campus but not in an organized activity e.g. students staying behind to work under the supervision of a teacher must inform the bus office before 10 a.m. to ensure a place is available on the bus. Please note late buses are limited in their routes and drop off points. Details can be checked by speaking to the Transportation Office directly.

## Cafeteria

### FOOD SERVICE

The Dunecrest American School cafeteria is the sole provider of food and beverages on campus. It is open during school hours for each divisions break and lunch times. A menu of food items available is shared in the school-wide newsletter. Food may only be purchased using the school's Spare Cashless system. (SPARE app)

The Head of School and School Business Manager will monitor the school's outsourced food service program to ensure high quality and sanitary standards.

The Esol Education Senior Executive Board will review the program on an annual basis to determine if it meets the nutritional needs of staff and students.



## HEALTHY EATING POLICY

Dunecrest American School is committed to developing student confidence and understanding in making healthy food choices. The school will promote healthy eating by:

- Surveying students about food options through the student council and acting on their feedback when possible;
- Ensuring that healthy food and drink options are available through the school canteen and promoting their inclusion in food brought from home;
- Monitoring students' food choices;
- Providing attractive and welcoming food eating environments for students and staff;

- Ensuring that students have opportunities to learn about different foods in the context of a balanced diet.
- Parents are requested to ensure that snacks provided for their children are 'healthy' in accordance with the philosophy and intent of this policy.
- Gum, nuts, candy, chips, soft drinks, chocolate, gummy fruit snacks and similar items are not allowed at school.

### **NUT FREE SCHOOL**

Due to the number of students and staff having allergies to nuts, Dunecrest American School does not permit food that contains nuts on the premises.

### **HIGH SUGAR ITEMS**

At Dunecrest we have a responsibility to promote healthy eating. We appreciate that children enjoy high sugar content items, such as sweets.



However, we must ensure that these items are not distributed widely in school or too frequently. There are occasions, including cultural occasions, when sweets are given to children, such as Haq Al Laila, or for certain holidays such as Halloween. At Dunecrest we will minimize the number of occasions that we allow high sugar content items to be distributed to students.

### **Dunecrest Birthday Party Policy**

Birthdays are a time for your child to feel extra special and celebrate their birthday with classmates. Parents are allowed to bring a healthy snack (fruit kebabs, popcorn, fruit cups etc.) and/or cupcakes or mini doughnuts and stay for the celebration if they would like. Please, no whole cakes or treat bags for all class members. Treats need to be store-bought, not homemade so teachers can double check the ingredients label on behalf of students who may have specific food allergies.

You will need to make arrangements with your child's teacher a week in advance for planning purposes. Due to fire regulations, we do not allow any candles and would also appreciate no birthday decorations or party horns. It is also our policy that siblings, cousins or friends from other classes may not join the celebration.

### **PARENT SUPPORT**

Parents are requested to ensure that snacks provided for their children are 'healthy' in accordance with the philosophy and intent of this policy. Gum, nuts, candy, chips, soft drinks, chocolate, gummy fruit snacks and similar items are not allowed at school. Parents are requested not to send snacks that contain peanuts, peanut butter, or other nuts, as there are children who are allergic to nuts. Dunecrest American School is a nut free environment.