

# Elementary School Program of Study *2021-2022*



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# NIS MISSION, VISION AND CORE VALUES

Amazing learning, global vision, and a true sense of community are the fundamentals that provide students with the tools they need to turn passion into purpose and influence.

The Nibras International School (NIS) mission, vision, and core values arise globally from the International Schools Partnership (ISP) network of schools and is supported by the NEASC ACE ethos.

## Mission

Students develop a sense of themselves, as well as the world around them. By making connections within and between cultures, NIS opens students' hearts and minds so that they embrace challenges and opportunities, share ideas and purpose, and truly influence others to make a positive difference.

## Vision

To empower the next generation of global leaders who can excel anywhere in the world.

## Core Values

NIS believes that each individual has a unique potential to amaze. Our goal is to nurture that potential to ensure our students learn, lead and inspire so that the world becomes a better place.

Our core values are the foundations that enable:

- **Creative Thinkers:** Create dynamic and technology enabled risk-takers who can innovate and lead their own learning journey.
- **Aspirational and Adaptable Learners:** Consistently challenged by high standards and aspired to strengthen their skills.
- **Reflective Learners:** Become active participants in a lifelong learning process, fostering curiosity, creativity and an on-going cycle of self-improvement.
- **Effective Communicators:** Empower responsible and respectful citizens to voice their own opinion and express themselves in various situations and mediums.

## Torch Values

Ignite the TORCH as we strive to be...



## Amazing Learning

Learning is about getting better, academically, socially, and emotionally. Amazing Learning happens when students surprise themselves by getting better to a level beyond which they thought possible.

Whether through mentoring, enrichment, or personalized study, NIS is intentional about

- 1) embracing the individuality of every learner;
- 2) supporting individual learning through a robust, child-focused curriculum;
- 3) relentless focus on each child's ability to amaze; and
- 4) nurturing each child's gifts and talents so that they amaze themselves and inspire others.

## INTERNATIONAL SCHOOL PARTNERSHIP (ISP)

ISP was founded by an experienced team of committed educationalists and commercial operators who have worked together over many years. Truly international schools group is working in different countries, with different cultures and speaking different languages, however ISP schools work with other schools and communities to enrich student experiences. ISP has over 45,000 students and 7,000 staff in 46 schools delivering multiple curricula and building on local brands and reputations.

Successful schools are the ones that put learning at the heart of everything they do, always aiming to create rounded individuals that are able to forge successful careers and live in a rapidly changing world. ISP's goal is to enable schools to be the leading school of choice for children, students and their families, wherever we are

All ISP schools help children and students learn to levels that amaze them and inspire children and students to be successful now, and equip them to be successful later. The children and students' success is our success, so we measure it by how well our students learn, as well as what the performance data show us. The feedback we receive is equally important as how pleased our parents are, in addition to how much new parents want their children to join.

### **ISP schools work to five challenging principles:**

- *We begin with our children and students:* Our children and students are at the heart of our business. Simply, their success is our success.
- *Treat everyone with care and respect:* We look after one another, embrace similarities and differences and promote the well-being of each other.
- *Operate effectively:* We focus relentlessly on the things that are most important and will make the most difference.
- *Are financially responsible:* We make financial choices carefully based on the needs of the children, students and our schools.
- *Learn continuously:* Continuous improvement is what drives us.



At ISP we continue to engage with schools around the world that are interested in becoming part of our global group of schools and look forward to welcoming more students and staff to the group.

## GENERAL INFORMATION

### Elementary School Phases

The Elementary School consists of Kindergarten (KG1 and KG2) and Grades 1-5.

| Kindergarten                 | Elementary                       |
|------------------------------|----------------------------------|
| KG1 (4 years by 30 December) | Grades 1-5                       |
| KG2 (5 years by 30 December) | Grade 1 (6 years by 30 December) |

### School Timings

Regular School Timings Sunday to Thursday:

|             |        |                    |
|-------------|--------|--------------------|
| KG1 and KG2 | 7:30am | Gates open         |
|             | 7:40am | Registration       |
|             | 7:45am | Period 1 starts    |
|             | 1:00pm | End of day pick up |

|             |        |                    |
|-------------|--------|--------------------|
| Grades 1-5: | 7:30am | Gates open         |
|             | 7:40am | Registration       |
|             | 7:45am | Period 1 starts    |
|             | 2:45pm | End of day pick up |

*\*\*\*Please be advised that only 1 parent/guardian can accompany KG1 and KG2 students to the classroom.*



## KG1 and KG2 (Dismissal time Sunday to Thursday)

- 12:50 Gate will open for 1 adult/guardian to enter to collect their KG student. Temperature checks will be taken at the gate on entry as well as at the KG Entrance B. Anyone with a temperature of 37.5°C and above will not be able to enter the school building.
- 1:00pm 1 Adult to collect students. Temperature checks of all adults will take place at the Security Cabin as well as the KG Reception.

## Grades 1-12 (Sunday to Thursday)

- 2:35pm Grade 1 teachers take students outside. Adults to be waiting at main gate to collect students.
- 2:40pm Grade 2 teachers take students outside. Adults to be waiting at main gate to collect students.
- 2:45pm Grade 3 teachers take students outside. Adults to be waiting at main gate to collect students.
- 2:47pm Grade 4 to Grade 8 students to go outside the building to be collected.
- 2:50pm Grade 9 to Grade 12 students to go outside the building to be collected.

*\*\* Siblings are to meet each other outside the school building.*



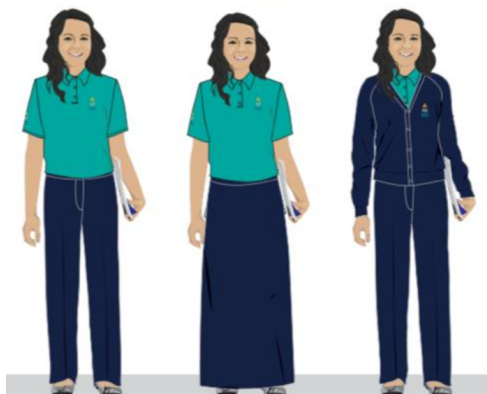




## Uniform Expectations

Please support NIS in maintaining high standards of uniform expectations.

- ✓ Jewelry for boys and girls, must be kept to a minimum e.g. a watch.
- ✓ Small pair of student' earrings to be worn only and removed for PE.
- ✓ Long hair must be tied back neatly and held with a simple blue, black, grey or brown clip.
- ✓ Colored nail polish is not suitable for school.
- ✓ Makeup is not suitable for school.
- ✓ Black shoes with black soles for all students.
- ✓ Sweaters and jackets that are not part of the NIS uniform (or plain black/navy without writing or a logo) will be confiscated but returned at the end of the day.
- ✓ Students should not be wearing non-NIS sweatpants or any other pants and shirts.



**Formal School Uniform**



**PE Kit**

## Attendance and Punctuality

Good attendance is a foundation for academic achievement and it underpins all aspects of personal development. It establishes a responsible attitude towards the opportunities available in school and further education and it is the basis for the world of work.

Our goal is for students to have 100% attendance for all students. Our aim is to ensure that students arrive at school and to lessons on time. We strive for attendance that is consistently outstanding for all groups of students and look to parents and guardians to support us with this endeavor.

Outstanding 98% and above

Good 96%

Acceptable 92%

Unsatisfactory

Below 92%

All staff will be actively engaged in raising attendance levels. This will involve fostering good relationships between students and staff, being aware of the causes of poor attendance and ensuring that the curriculum is relevant and appropriate. We will give a high priority to conveying to parents and students the importance of regular and punctual attendance. We recognize that parents play a vital role and there is a need to establish strong home school links so that we can work together whenever there is concern about attendance.

***NOTE: In accordance with UAE law a student may be permanently excluded if he/she is absent from school for 20 consecutive days or 25 non-consecutive days within an academic year. In such cases, the school does reserve the right to exclude your child, ask them to repeat a year or withdraw the offer of a place for the following academic year. Procedures for Absences:***

- We require parents to inform us of any upcoming absence or immediate absence by telephone and by completing an 'Application for Absence during School Time' form.
- A doctor's certificate may be required from the second day of medical absence from school when a student has persistent attendance issues.
- All unauthorized absence will be followed up by telephone call from the school.
- We will reward the class who has had the best attendance on a monthly basis.

The Heads of School, in consultation with the staff, will undertake systematic monitoring and, as a result, conduct regular reviews of the Attendance and Punctuality Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. An excused absence is defined as:

- ☐ personal illness or injury (accompanied by a medical note with appropriate dates)
- ☐ medical or dental appointments (accompanied by a medical note with appropriate dates)
- ☐ death in the immediate family



- ☐ attendance at a funeral if the parent deems necessary
- ☐ religious holidays
- ☐ other emergencies or unusual circumstances as previously approved by school leadership

All other absences are considered unexcused. Family travel plans are **NOT** excused. If there is any question whether an absence will be excused or unexcused, please contact school leadership before the absence takes place.

## Punctuality (Tardy/Late) Policy

Students are expected to arrive to school/class prepared and on time. The first period class starts at 7:45 am. For each class, students should be in the classroom before the bell rings to avoid being considered late. Anyone who is late must do the following:

- ☐ Obtain a late slip from the Elementary reception before entering class. Teachers will not admit students after the bell without a pass or prior permission.
- ☐ Any student who arrives to a class that is more than half way over will be marked absent from class if the tardy is unexcused.
- ☐ A special pass will be designated for any student who is late due to arrival on an NIS-provided bus. They will receive an excused late slip.
- ☐ Any student who arrives by any other mode of transportation will be given a slip.
- ☐ Three (3) unexcused tardies will count as one unexcused absence in a class. An accumulation of tardies may result in disciplinary action and affect a student's ability to receive credit for the class.

## Withdrawal Procedures

Parents should notify the Principal, Registrar's office, and the teacher as far in advance as possible of the withdrawal date. Parents are responsible for completing a Transfer Certificate form which is available from the Registrar.

The Registrar's office coordinates the gathering of appropriate records and ensures that the Principal, classroom teacher, library and finance department have cleared the student's withdrawal. Parents will be notified in the case of outstanding books and/or fees. Records are not released by the school until all items are cleared, books are returned and fees are paid.

## Kindergarten Toileting Policy

- All students entering Kindergarten (KG1 and KG2) must be fully toilet trained when admitted to NIS.
- The school aims to encourage independence in all aspects of daily living. Nappies and training pants will not be acceptable clothing for any student at NIS.
- Only students who are school toilet trained of both stool and urine will be accepted to NIS.
- All kindergarten students must have a change of underwear, shorts and top kept in school. No pull up's, training pants or padded pants are to be worn.

## Healthy Eating Policy

At NIS we encourage a healthy eating policy.

- Bring at least 2 filled water bottles to school
- Only HEALTHY snacks and lunch items (no junk food, sweets, chips, fizzy cool drinks)
- No NUT policy (avoid any spreads, biscuits, sweets, etc. with nut products. This includes peanut butter, Nutella or any peanuts)
- No Pork products.

## Birthday Celebrations

Due to current health and safety regulations, any type of cakes, food, party items, party bags, presents, balloons, etc. **are not allowed** in school and are reserved for home parties only. Please do **not** bring these items to school.

# Medical and Health Issues

In accordance with Ministry of Education and Ministry of Health regulations, NIS houses a well-equipped and newly refurbished Medical Clinic.

## Health Forms

Along with your child's application forms, Health Forms should also be submitted to the Clinic. Health Information Forms include:

- Medical Consent Form
- Immunization Record – a copy is required

We would appreciate your help in getting your child's school health records completed. Kindly confirm with us any special medical concerns, conditions, and allergies, as well as any medication your child may be taking.

The Dubai Health Authority requires that these completed forms be kept on file to enable us to care for your child effectively. These forms must be completed and returned to the Clinic directly, before your child begins school.

The school should be informed immediately of any change in telephone numbers to enable us to contact a parent or guardian in the event of sickness or accident. In the event of both parents being out of the country, an alternative contact number must be left with the Clinic, Homeroom teachers and with the Registrar.

## When to Keep Your Child at Home

A sick child cannot learn effectively and is unable to participate in classes in a meaningful way. Keeping a sick child home prevents the spread of illness in the school community and allows your child the opportunity to rest and recover.

*It is recommended to keep your child at home for the following reasons:*

- COVID-19 Symptoms
- Vomiting and/or diarrhea: A child with either of these problems should stay at home and return to school only after being symptom free for 24 hours.
- A temperature of 37.5c/99.5f. and above - please keep your child at home until they have been 24 hours without a fever.
- Conjunctivitis: Following a diagnosis of conjunctivitis (also known as "pink eye"), a child may return to school 24 hours after the first dose of prescribed medicine.
- Rashes: Common infectious diseases with rashes are most contagious in the early stages. A child with a suspicious rash should return to school only after a doctor has made a diagnosis and the school nurse has seen your child before returning to the classroom. If you are in any doubt, please take your child to see the school nurse before she/he attends class.
- Colds: Consider keeping your child at home if she/he is experiencing discomfort from cold symptoms such as nasal congestion and/or cough.

- Sickness: If your child is sick and unable to attend school, please call or inform the school receptionist or preferably email the teacher. Both should be done before 7:45 a.m. The message will be passed to the appropriate teacher.
- Collection of a sick child: Please collect your child following a request call from a member of the nursing team.

Please inform the School if your child has been exposed to any contagious disease or condition, such as:

- COVID-19
- Chicken Pox
- Measles
- Lice

## COVID-19: Procedures

The following health precautionary measures, as per the Dubai Health Authority (DHA) should be followed at all times:

- Anyone with a temperature of 37.5°C and above will not be able to enter the school building and will be asked to return home.
- Students and/or staff who are diagnosed with COVID-19 cannot return to school before submitting a clearance certificate from the treating health care facility.
- Students who are in home isolation will continue their learning through distance learning.
- Students are not to bully or tease their peers who have been diagnosed or suspected to have COVID-19.

Close contact cases:

- Are people who have been in close proximity (less than 2 meters) from a confirmed COVID-19 case for a period of more than 15 minutes starting 2 days before symptoms begin appearing in the confirmed and/or throughout the duration of the illness.

Identifying close contact cases:

1. Living in the same household with a COVID-19 case.
2. Sitting next to the case in the bus or in the classroom.
3. Being in close proximity (less than 2 meters) with the confirmed case for a period of more than 15 minutes.
4. Physically touching a person who has COVID-19 (for e.g. shaking hands without washing or sanitizing afterwards).
5. Sharing or holding items after a COVID-19 case and not washing/sanitizing your hands afterwards.
6. Eating together (either side by side or across the table) in close proximity (less than 2 meters apart where no barrier/divider is in place) or sharing utensils.

If a close contact case has been identified as per the above criteria, the following process should be followed:

1. Close contact cases must complete a 14-day home quarantine starting from the day they last contacted the confirmed COVID-19 case.
2. Close contact cases may only return to school after completing the 14-day home quarantine and being free of symptoms.
3. Siblings of confirmed COVID-19 cases who are also attending the school should also follow the quarantine procedures mentioned above.
4. Students in quarantine will attend lesson via virtual/distance learning during this period.
5. COVID-19 Nasal swab PCR test is not required for students/staff who is identified as a close contact unless the student/staff develops signs and symptoms. Completion of 14 days' quarantine is mandatory.
6. The school nurse will do a virtual check up with the affected person/close contact that he/she does not have symptoms and are well. This will take place 1-2 days before rejoining the school.
7. If the affected person/close contact are given the all clear during the virtual check-up, he/she may return to school. On arrival to school, they must attend the school clinic before going to class where a final assessment will take place before being allowed to resume learning and activities onsite at school.

## Head Lice

Head lice/nits If your child has head lice or nits then they need to be kept at home for three days. They must have their hair washed with anti-lice shampoo. We will notify you if cases are found, but please inform us as soon as possible if you find your child has them. If you need any help or guidance with this matter, please contact the school nurse ([nurse@nisdubai.ae](mailto:nurse@nisdubai.ae)).

**Thank you for working together for a safe and healthy school environment.**



# Lines of Communication

## An Environmentally Friendly School

We recognize the importance of environmental sustainability, and we are committed to becoming a Green School, operating as far as possible in harmony with the natural environment. We therefore expect teachers to model environmental responsibility and to take every opportunity to help students develop an awareness and understanding of environmental issues. To support our ongoing efforts, we will strive to have most correspondence paperless. KG through Grade 3 Homeroom teachers will make use of 'Seesaw', while Google Classroom will be used by Grade 4 and Grade 5 students and teachers. 'Engage' will be used to communicate whole school newsletters, policies, events and general information. Any concern will be communicated with parents, and, where necessary, a meeting will be scheduled. All e-mails are attended to daily, and response times are typically within a 24-hour period during the work week.

Communication between home and school is vital for a successful relationship; do not hesitate to request an appointment with teachers to discuss any concerns or questions you may have. The first line of communication is to report any issue or concern to the teacher involved. If the issue or concern is not resolved, the teacher may involve the Grade Level Middle Leader or the Head of Department. Following this, the Assistant Head of Elementary can be contacted. If the issue continues, the Head of Elementary then the School Principal will be involved. For any emergencies or serious issues, the Head of Elementary and/or School Principal should be contacted to arrange an appointment.

**Teachers/ Specialists → Assistant Head of Elementary → Head of Elementary → Principal**

## Engage

All families have been issued a username and password to access the Engage system. If you need information updated in the system, please contact Ms. Jahida. This information could include but is not limited to home address, phone numbers, and e-mail addresses.

## Communication with the school

If your concerns cannot be addressed by the homeroom teacher, please contact the following:

|                          |   |
|--------------------------|---|
| <b>Althea Edmondson:</b> | <b>Head of Elementary</b> (a.edmondson@nisdubai.ae)       |
| <b>Engy Olama:</b>       | <b>Assistant Head of Elementary</b> (e.olama@nisdubai.ae) |
| <b>Fatima Zahra:</b>     | <b>Admin Assistant</b> (elementary.assistant@nisdubai.ae) |
| <b>Jahida Al Chater</b>  | <b>Registrar</b> (registrar@nisdubai.ae)                  |
| <b>Admissions:</b>       | <b>Cheryll Flavier</b> (c.flavier@nisdubai.ae)            |
| <b>Finance:</b>          | <b>Raneem Saed</b> (r.saed@nisdubai.ae)                   |
| <b>Bus queries:</b>      | <b>Aref Maklad</b> (nistransport@nisdubai.ae)             |
| <b>Technology/IT:</b>    | <b>Tony Varghese</b> (it@nisdubai.ae)                     |

# Responsibilities

## Parent Responsibilities

Parents play an important role at NIS in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Parents fulfil this responsibility when they:

- Show an active interest in their child's school work and progress.
- Communicate regularly with the school.
- Access emails and communication and keep your contacts up to date.
- Help their child be neat, appropriately dressed and prepared for school in the correct school uniform (this is onsite and via Distance Learning).
- Promptly report to the school their child's absence or late arrival.
- Encourage and assist their child in following the rules of behavior.
- Assist school staff in dealing with disciplinary issues.

### Parent Courtesy Policy

- Wear clothing that is respectful of the culture and country we live in.
- Smoking is prohibited on campus.
- Treat all school employees with respect and respect school rules.

## Student Responsibilities

### *Responsibilities to Myself*

- Take responsibility for my actions.
- Maintain a sustained and committed effort towards learning, academic achievement, and personal growth.
- Be punctual and prepared for learning every day.
- Follow the NIS school uniform dress code.
- Be a positive ambassador of NIS on and off site.
- Demonstrate self-respect through cleanliness and grooming.
- Recognize and learn to appreciate both my strengths and my weaknesses.
- Follow the TORCH Values.
- Refrain from bringing anything to school that may compromise my safety, or the safety of others.

### *Responsibilities to Others*

- Respect the rights of others to be heard and appreciated, both within and beyond the classroom.
- Respect all persons regardless of race, color, religion, gender, or mental or physical ability.
- When visiting other schools respect and honor their codes of conduct.
- Use only language and gestures that are appropriate in a school setting, and in keeping with an attitude of respect for all individuals.



- Welcome and support all members of the NIS community and visitors.
- Keep hallways and entrances quiet while classes are in session.

#### *Responsibilities to Property*

- Keep personal and common areas in the school clean and neat.
- Respect the belongings of fellow students or staff members.

## Non-Discrimination Statement

NIS admits students of any race or nationality and extends to them all rights and activities of the school. We make every attempt to give each and every student full access to our learning programs. We will give careful thought to the definition, implementation and review of policies to promote inclusion, including policies to address behavior, such as racism and bullying. We will ensure that students themselves have a prominent voice in matters that affect them, and we will act fairly and decisively in dealing with any behavior that is contrary to our inclusive ethos.

# CURRICULUM

## Amazing Learning

**You will see learning that will amaze you. Wherever you think your child might be in any subject or area, we will assure you that they will do better than you can ever imagine possible.**

NIS embraces the individuality of every learner. We support student learning through a robust, student-focused American curriculum, and enriching extra-curricular activities, while we focus relentlessly on each child's ability to amaze.

Learning is about getting better, academically, socially and emotionally. Amazing Learning happens when students surprise themselves by getting better to a level beyond which they thought possible. Whether through mentoring, enrichment or personalized study, NIS recognizes and nurtures each student's gifts and talents so that they amaze themselves and inspire others.

## American Curriculum

**Our American curriculum ignites curiosity and leadership on a global stage.**

NIS teaches an American curriculum and follows the American Education Reaches Out (AERO) Common Core Plus program, which provides a framework for curriculum consistency across grades KG-12 in alignment with research-based trends and ongoing developments within this curriculum worldwide, and in the USA.

AERO is a project supported by the U.S. State Department's Office of Overseas Schools (A/OPR/OS) and the Overseas Schools Advisory Council to assist schools in developing and implementing standards-based curricula.

*"Our American curriculum (AERO) blends the Common Core Plus curriculum for overseas schools, exposing students to the rigor of American academia, as well as providing a future-proof skill set designed for them to excel in an international environment."*

## Kindergarten

**The NIS Kindergarten curriculum provides challenging and professionally-validated standards with specific learning goals for every area of learning, without losing sight of this unique stage of a child's development.**

**Our unique approach:**

- Develops children to be open-minded, to understand and appreciate their own culture, whilst being open to the perspectives, values and traditions of others.
- Encourages personal and independent learning which allows them to explore what they enjoy.
- Challenges children with ideas and concepts, encouraging them to ask questions and develop their critical thinking skills.



KG children's attainment and progress are regularly evaluated with internal and external benchmark assessments for reading using Raz Plus and math. Learning is constantly evaluated to check progress, and to ensure there are never any lost opportunities for learning via the Engage and Seesaw e-portfolios.

*"By balancing learning of the basics with inquiry-based learning, we apply the best of kindergarten research to ensure the best start for our youngest children. Our innovative approach to early childhood education values the child as strong, capable and resilient, rich with wonder and knowledge."*

### **KG English and Math Program**

We specialize in providing a highly effective program to develop children's early English and mathematical skills. Our 'Letters and Sounds' phonics and strong literacy programs, ensure every child benefits from individualized learning of sounds, which improves their reading fluency and understanding. Our everyday story time, guided reading and writing trigger children's imagination and nurture a love of reading. All our children experience early success in reading, writing and spelling.

Our math program is supported by various types of hands-on resources including Numicon. Numicon is a multi-sensory approach enhancing children's achievement across all mathematics ability levels.

## **Elementary**

**The Amazing Learning taking place in the NIS Elementary department provides a solid foundation for our excellent Elementary School teachers to build upon.**

### **Our curriculum**

The AERO Standards promotes an inquiry-based approach to learning, where the rigor of the standards is taught in an integrated way. Subject-specific skills, knowledge and concepts are taught but then they are learnt and applied in meaningful contexts that excite and motivate children to take risks with their learning and really push themselves to make the best possible progress.

### **Bringing learning to life**

Our teachers equip learners for life: at NIS, we connect students' learning with the outside world so they can develop a sense of self-worth, an ability to engage with and think critically about the world around them, and celebrate its diversity.




Our monitoring and assessment process enables us to track and monitor student attainment and progress across the school and provides accurate information to parents in a consistent and accessible way.

Our teachers believe in the power of reading. They use a variety of classroom activities and resources to encourage children to explore books through drama, role play and illustration. This encourages the children to think and talk in-depth about the books they read, and to read them

intensively, which in turn provides inspiration for their own creative writing, subsequently raising standards.

Mathematics in our modern world is so much more than just calculations. At NIS, we ensure our children adopt a flexible approach to problem solving, which is underpinned by a rigorous approach to learning the basic skills.

## Our Models of Learning

|  |  |
|--|--|
| <p><b><u>Synchronous Interactions and learning:</u></b> Online Lessons and/or Onsite face to face and happens in real time.</p> <ul style="list-style-type: none"> <li>• Live Sessions</li> <li>• Video Conferencing</li> <li>• Instant Messaging</li> </ul> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• Student Engagement</li> <li>• Instructional Pacing</li> <li>• Synchronous Collaboration</li> <li>• Instant Feedback &amp; Interactions</li> </ul> | <p><b><u>Asynchronous Interactions and Learning:</u></b> Offline (content is available for students to access when it is suitable for them)</p> <ul style="list-style-type: none"> <li>• Emails</li> <li>• Pre-recorded videos</li> <li>• Online discussion boards</li> </ul> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• Student Portfolios</li> <li>• Individualized Pacing</li> <li>• Asynchronous Collaboration</li> <li>• Reinforce learning, more time for reflection</li> </ul> |
|   |    |
| <p align="center"><b><u>NIS Blended Learning Model</u></b></p>   |  |
| <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p><b>Hyflex Model</b></p>  </div> <div style="flex: 2; border: 1px solid black; padding: 10px; margin-left: 20px;"> <p>A concurrent <i>hyflex</i> classroom has students online and in-person in the same class at the same time.</p> </div> </div>   |  |

## Home Learning

| <b>Home Learning Expectations Per Day</b> |                                 |  |
|---|---------------------------------|--|
| <b>Grade Level</b>                        | <b>Approximate Time per Day</b> | <b>Domains to be covered</b>   |
| KG1 and KG2                               | 20 minutes per day              | <ul style="list-style-type: none"> <li>• Reading, phonics, basic sight words.</li> <li>• Number recognition.</li> <li>• Real-world projects</li> <li>• RAZ Kids reading</li> </ul>   |
| G1-G3                                     | 30 minutes per day              | <ul style="list-style-type: none"> <li>• Reading. phonics and high frequency words recognition</li> <li>• Unit related activities-choice for the students</li> <li>• Finding out activities</li> <li>• Number bonds practice</li> <li>• Skill Navigator</li> <li>• RAZ Kids reading</li> </ul> |
| G4 and G5                                 | 45 minutes per day              | <ul style="list-style-type: none"> <li>• Reading – RAZ Kids</li> <li>• Research, Skills navigator</li> <li>• Times-tables and other math applications</li> <li>• Unit related activities- choice for the students</li> <li>• Presentation preparation</li> </ul>                               |





## EAL

The Elementary School Division is committed to differentiated instruction to attend to the individual needs of all students. English as an Additional Language (EAL) students are supported through the EAL department as well as through in class differentiation and support tools provided by the homeroom teacher.

## Students of Determination

At NIS we continue our commitment to the Dubai Inclusive Education Policy Framework, the Inclusion Program (SEND) is available for students who require additional support in all grades. This support is designed to assist students to achieve grade-level standards, as well as challenge and extend students who are achieving above grade level in the mainstream classroom. The Student Support Team provides planned accommodations, modifications, and teacher training and guidance.

## Assessment

At NIS we have a variety of internal and external assessments that take place throughout the academic year. Assessments support teachers in understanding how students benchmark against curriculum standards and the progress they make from their individual starting points.

## External Assessments

### **Measures of Academic Progress (MAP):**

Three times a year students from Grade 1 take the MAP test. The Measures of Academic Progress (MAP) Growth test is a computer-adaptive test. When a student logs into the MAP assessment, the computer selects questions appropriate for the student's grade level. It then adjusts questions to fit the student's knowledge. If a student answers a question right, the questions get harder. If a student answers a question wrong, the questions get easier. Students take tests in Mathematics, Science, Reading and Language Usage. Test scores help teachers track students' academic growth. Results help teachers know how well students are learning the information and inform them what students are ready to learn next.

### **The Cognitive Abilities Test: Fourth Edition (CAT4):**

Every three years, students from Grade 3 take The Cognitive Abilities Test: Fourth Edition (CAT4). It provides a robust, standardized measure of cognitive reasoning ability, without reference to curriculum-based material and regardless of previous achievements or first language. CAT4 gives invaluable insight into students' ability to reason across four distinct batteries: verbal, nonverbal, mathematical and spatial, as compared to the national average. This allows teachers to address patterns and adapt teaching methods to suit individual (or



group, where a similar learning profile is shared) needs, ensuring feedback is appropriate and targets are achievable.

### **The International Benchmark Test (IBT) -Arabic**

Each year, Arabic B students from Grades 3-9 and Arabic A from Grade 4-9 take **The International Benchmark Test (IBT)** for Arabic Proficiency. There is a different test for Arab native and non-native speakers. The IBT allows schools to benchmark their school's performance against other schools in their region and internationally.

### **TIMSS**

Students in grades 4 and 8 take the **Trends in International Mathematics and Science Study (TIMSS)**. The test measures student achievement in mathematics and science in a way that does justice to the breadth and richness of these subjects as they are taught in the various countries that participate in the test.

### **PIRLS**

Students in grade 4 take The Progress in International Reading Literacy Study (PIRLS) every 5 years. The next test date is 2021. The test is an international comparative assessment that measures student learning in reading. PIRLS documents worldwide trends in the reading knowledge of 4th-graders as well as school and teacher practices related to instruction.

## **Internal Assessments**

The purpose of assessments is to improve student learning – any assessment which doesn't achieve this is not seen as being worthwhile. As well as this, it's important that assessments provide students with:

- An understanding of their own achievement and progress
- An opportunity to demonstrate what they know, understand and can do
- Clear targets for improvement in order to make targeted improvements
- Skills to self-evaluate
- Opportunities to receive feedback for their efforts and achievement
- Motivation to ensure they set achievable but challenging goals

The most impacting assessment is that which happens every day in lessons and which provides in the moment feedback to students. Our grade book set up in Engage helps track and monitor student's growth over time whilst Seesaw allows for work samples and student evidence of learning to be uploaded and is aligned to the AERO standards for English, Math and NGSS is used for science. Seesaw generates an e-Portfolio of students learning journey.

## Report cards

A 5-scale reporting system to report to parents on Attainment is correlated with NEASC Grade Bands. Semester Report Cards are sent out to parents twice a year; namely, February and July. The Semester Reports cards measure a student's attainment toward the grade level expectations as achieved over the semester. Students will be graded according to the below descriptors.

|  |   |
|--|---|
| <b>Reporting Descriptors Exceeding</b> | The student provides compelling evidence demonstrating the transfer of concepts, knowledge and skills as indicated by the stated learning outcome (standard). The student performs all tasks at a high level of proficiency and all skills are performed consistently, independently and are readily transferred to other areas of learning.  |
| <b>Mastering</b>                       | The student provides sufficient evidence to securely demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). The student shows depth of understanding and performs most tasks at a very good level of proficiency. Skills are performed regularly with great levels of independence and are transferred to other areas of learning. |
| <b>Achieving</b>                       | The student provides expected evidence to demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Additional focus and practice are needed to develop and solidify the learning outcome.  |
| <b>Developing</b>                      | Evidence provided by the students has just begun and the student is partially able to demonstrate the concepts, knowledge, and skills as indicated by the stated learning outcome (standard). Skills are usually performed with support.  |
| <b>Beginning</b>                       | The student demonstrates an initial understanding of the concepts, knowledge and skills relevant to the stated learning outcome (standard). The student requires assistance to complete tasks.  |
| <b>Not Assessed (NA)</b>               | Learner was not assessed on a particular learning outcome (standard).   |

| Learning Behavior |              |   |
|-------------------|--------------|---|
| 4                 | Consistently | The student <b>always</b> demonstrates effort and <b>exceeds</b> expectations by completing set tasks, demonstrating self-discipline and responsible behavior. The student is <b>consistently</b> well organized, punctual to class and submits homework tasks on time. The student <b>consistently</b> displays the TORCH attributes.  |
| 3                 | Usually      | The student <b>usually</b> demonstrates effort and <b>meets</b> expectations by completing set tasks, demonstrating self-discipline and responsible behavior. The student is <b>usually</b> well organized, punctual to class and <b>usually</b> submits homework tasks on time. The student <b>usually</b> displays the TORCH attributes.  |
| 2                 | Sometimes    | The student <b>sometimes</b> demonstrates effort and is <b>starting to meet expectations</b> by completing set tasks, demonstrating self-discipline and responsible behavior but requires prompting to do so. The student is <b>sometimes</b> well organized, punctual to class and <b>sometimes</b> submits homework tasks on time. The student <b>sometimes</b> displays the TORCH attributes.          |
| 1                 | Rarely       | The student <b>rarely</b> demonstrates effort and <b>requires support</b> to complete set tasks. The student rarely demonstrates self-discipline and responsible behavior and requires assistance to do so. The student <b>requires regular prompting and reminding</b> to be organized, punctual to class and to submit homework tasks on time. The student <b>rarely</b> displays the TORCH attributes. |

## Conferences

Parent-Student-Teacher Conferences are set up three times per year (October, March and May). The conferences are meant for teachers and parents to share information that will ensure their child has a successful year. October conferences focus on the student's behavior and settling into the new academic year. In March, conferences are held where students share their work and set goals with their parents. Conferences in May are to review the student goals and discuss next steps in the student's learning journey.

Communication between home and school is vital to a successful relationship; do not hesitate to request an appointment with teachers to discuss your child's progress, effort, and/or behavior. Should a teacher have a concern of your child's academic or social and emotional progress, they too will schedule an appointment.

## Bring Your Own Device (BYOD)

With the changes in education, more now than ever it is important that students are given the tools and resources that support the development of 21<sup>st</sup> Century Learning Skills. Increasing access to technology is essential for the future and therefore, at NIS we have adopted a Bring Your Own Device (BYOD) Policy.

Students in Grade 1 and Grade 2 are encouraged to bring a device from home whereby they can access various learning tools, whilst Grade 3-5 are encouraged to have their own Chromebook. We understand that many families have purchased different devices and therefore, our BYOD policy supports students with bringing into school their devices. BYOD is

limited to laptops and iPads, and does not include the use of cellular phones, i-watches, or other such devices.

Students bringing in their own devices will be required to obtain the appropriate licenses. For more information, please contact: [it@nisdubai.ae](mailto:it@nisdubai.ae)

## Usage Policy

- All devices must be fully charged when brought to school. Charging of devices must not take place in school.
- Devices can be used in the classroom under careful supervision by the teacher as a learning tool.
- Devices cannot be used before and after school in the playgrounds, or during breaks in the cafeteria.
- Devices will be switched off in the classrooms if not being used as a learning tool. Headphone use in the classroom is at the discretion of the teacher and may be needed for learning on a daily basis. Chromebook will support any headphone which has a 3.5 mm jack (Wired Headphone) as well as any Bluetooth headphones (Wireless).
- Devices cannot be used in the corridors and toilets during or after school hours.
- Devices cannot be used for taking photographs of others in school and posting these on YouTube or other social networking sites.
- Devices will not be used in school to cyber-bully any other student.
- Whilst in school, vulgar, derogatory, or obscene language sent via SMS, BBM or similar apps, will mean immediate confiscation.
- Students **must not** use mobile phones or any device for external communication during the school day. Students are able to make use of the school phone if permission is given by a teacher.
- The school **will not** accept responsibility for students who lose their device, have them stolen or damaged whilst on the school premises or on school sponsored trips.
- Parents must not contact their child via their device during school hours. For any emergencies contact the school receptionist.
- NIS will allow students to have electronic devices on the school premises, with the belief that BYOD usage will not infringe in any manner on personal dignity or the rights of others in the classroom or in the school grounds.

## Cell Phones

Students are not to have cell phones out in public view during class. Only with direct permission from their classroom teacher will cell phones be permitted. Any phone that is in use or not stored inside a student's personal belongings will be confiscated by the teacher and turned over to leadership. Students will be able to pick up their phones at the end of the day. Repeat offenders will need parents to come to the school after 3:00 p.m. to pick up their child's phone. Continued violations will have further consequences.

## Parent/Guardian Responsibilities for Distance Learning

Parents have a responsibility to talk to their children about values and the standards that their children should follow regarding the use of the Internet as they would in relation to the use of all media information sources such as television, telephones, movies, radio and social media.

For our online learners, parents are requested to support with:

- Getting students connected to Google Meet and ensuring they attend all live sessions
- Uploading work to Seesaw (KG1-G3) or Google Classroom (G4-G5)
- Ensure that devices are 100% charged
- Show students how to mute/unmute for their daily live sessions
- Respond to teacher communication and emails
- Provide a quiet learning environment
- Ensure cameras are on, unless parents have a cultural objection which then should be communicated to the homeroom teacher
- Email Ms. Fatima (and CC homeroom teacher) if you are going to miss a session for any reason.

## Students Responsibilities for Distance Learning

- Students are to follow the teacher's instructions
- Students are to complete tasks independently
- Students are to mute and unmute their microphones at the teacher's request
- Students are to follow all classroom Essential Agreements
- Students are to keep their cameras on, unless parents have a cultural objection in which case the homeroom teacher should be emailed
- Students are not to be chatting (verbally or in the chat box) unless asked to do so by your teacher
- Students in Grade 4 and Grade 5 send an email to the homeroom teacher (and/or Google Hangouts message) if you are going to miss a session for any reason. Parents should follow up with an email to Ms. Fatima.

## Teacher Responsibilities for Distance Learning

- Teachers are to take student attendance daily and enter it onto Engage
- Teachers are to communicate in advance to parents for resources that may be need for the following week's activities
- Teachers are to monitor and provide feedback to students for work that has been uploaded to Seesaw and/or Google Classroom
- Teachers are to ensure that planning and resources are available for parents and students
- Teachers are to create weekly links for P.E, Music and Creative tasks
- Teachers are to ensure a balance between Synchronous and Asynchronous learning



# BEHAVIORAL GUIDELINES

## Philosophy

We believe that all students should have the opportunity to develop to their fullest potential. Our school commitment is to guide students to become progressively more self-disciplined, responsible learners, able to work independently and cooperatively. We will provide a positive learning environment that is developmentally responsive to the social and academic needs of students. We encourage close collaboration and partnerships with students, parents, and staff. These partnerships will facilitate successful transitions for students throughout their lives. As part of the classroom culture, students work collaboratively with their teacher to develop 'Essential Agreements'. These are displayed in the classroom and are referred to as a reminder of the expected behavior for learning and how students interact with each other and other adults.

## Covid-19 and Student Behavior

Students will not be permitted to share classroom materials, masks, books, pens, paper, water bottles, etc. KHDA has advised students to bring at least 2 full water bottles and 2 masks for use each day. All materials should be labeled with their names. Failure to follow proper safety protocol, including wearing masks and maintaining a social distance, will result in disciplinary action.

## Consequences at a Glance

The following is a guide to the usual, minimum, consequences for many types of misconduct that are prohibited at NIS. It is important to note that what is set forth in this list is a guideline and that student discipline is cumulative during the student's time at NIS. The consequences described are generally administered for first offences and may be modified based on the circumstances of the event and the history of the student. Consequences will increase in length and magnitude for repeat offenses. Parent contact will be made any time a discipline consequence is administered, except for verbal warnings. The NIS Discipline Policy is in effect during the regular school day, at any school event on or off campus, on all field trips, and on school buses.

**Level I Offenses** – All infractions will be logged in Engage to track and monitor student behavior. Teachers will follow the appropriate steps for Level I Offenses and can make recommendation for detention.

- profanity in any language (out loud, in writing, or by texting another student)
- cell phone usage or disruption (as determined by the teacher)
- classroom disruption





- disrespectful behavior towards a staff member or another student
- defiance/failure to follow directions of classroom or school policy (such as sharing materials or not wearing masks)
- dangerous behavior/horseplay
- tardiness
- violation of classroom management guidelines

*Level II Offenses* – These infractions are managed by the appropriate member of leadership and will result in an in-school suspension or out of school suspension as well as a parent conference, unless otherwise noted in the Student Handbook. All infractions will be logged in Engage to track and monitor student behavior. Leadership may recommend an increased length of suspension based on certain factors regarding the severity and safety of others.

- bullying/harassment
- cheating/copying work/plagiarism
- false accusations/defamation of character
- forgery (signing another person's name)
- leaving class/campus without permission
- extreme disruption
- severely threatening or abusive language/profanity towards another student or staff member
- theft
- skipping/excessive absences

*Level III Offenses* – These infractions are managed by the appropriate member of secondary leadership and/or the Principal and will result in an out-of-school suspension, immediate parent conference, subsequent behavior plan, and recommended counseling. All infractions will be logged in Engage to track and monitor student behavior.

- hitting, punching, kicking, or assault of any kind on a student, adult, or school personnel
- harassment
- vandalism of great expense – Compensation is required.