HIGH SCHOOL

PARENT HANDBOOK

Table of Contents

School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

Core Values

- Citizenship
- Respect
- Leadership
- Responsibility
- Tolerance
- Commitment
- Excellence
- High Expectation

Section 1: Introduction

1.1   School Executive Principal's Welcome

Dear High School Parents,

As the proud principal of DMES, I welcome you all to our school where learning is a journey for those who will shape our world and our future.

Our mission is to educate young minds and to enable them to take productive roles as leaders in society by offering them a comprehensive education at all levels. Our programs provide a challenging academic environment that emphasizes learning and social growth in order to nurture and develop our students' skills and prepare them for the next stage. We believe that every learner is unique and special and that teaching is a responsibility not a task.

We are proud to be living in one of the most progressive countries in the world and to be empowered by the leaders of this great nation. We cherish and share the values of the United Arab Emirates and we always make sure that they are respected and maintained. We do our best to pass these values to the children and encourage them to use them as guidelines at all times.

At DMES, we act as community and prioritize the students' needs. Learners are continually encouraged to appreciate diversity and to care for others.

The development of the school over the past few years has been significant and will continue with the combined efforts of our highly qualified staff. Our facilities will continue to grow and improve to accommodate the needs of the children. Our curriculum, which emphasizes critical thinking and problem-solving abilities, is regularly reviewed to ensure that it remains fit to the needs of our learners. We will not spare an opportunity to exploit the very best of modern education.

We realize how the world is changing and how technology has changed our lives. In response to the emerging trends, we are keen to stay on top of recent developments and strive to engage our students as much as needed.

We believe in the importance of collaboration between the teachers, parents, and administrators. Proper communication is key for success and we are always open to discussions and improvement plans. We invite everyone to express ideas that help the learning process and that will benefit the students.

Finally, I have to stay that it is a great feeling to lead a group of great staff who relentlessly devote their lives to educating children and who are committed to creating a safe and positive learning environment for the students.

I look forward to seeing you at DMES and to share with you an amazing learning journey together. We have created some amazing success stories over the years and we are eager to create even more.

Sincerely,

Dr. Lara Nabil Abdallah
School Executive Principal

Section 2: Admissions

2.1 Admissions Policy

DMES is committed to creating an inclusive, student-centred learning community in which students thrive, actively engage in learning, and develop their lifelong learning skill set. All children are welcome to our school, regardless of their academic abilities, nationality, ethnicity or religion. We believe that diversity enriches the school's life as well as the learning experience of our students. We seek to promote equality of opportunity, to provide fair access to all the learning opportunities, and to establish procedures that are transparent and fair to every individual student. DMES consistently applies objective and explicit admission procedures to determine accurately the starting point of every student in the journey of learning.

2.2 Admissions Rules and Regulations

- Children of any nationality, ethnicity, or religion can apply for a place at Dubai Modern Education School.

- Admission to Dubai Modern Education School will be subject to the availability of places, the outcome of an entrance assessment on the core subjects, and a personal interview held by Head of School and/or Head of Section.

- Siblings of students registered at Dubai Modern Education School have priority of placement.

- Age at registration must be according to the specification provided by the Ministry of Education and according to the school policy. There is an accepted age range calculated as his/her age on the 31st of December[1].

- All required documentations have to be submitted to the registrar upon registration. Failure to do that may result in cancelling the application or losing the child's place at Dubai Modern Education School.

- Confirmation requests shall be sent out by the school from time to time checking whether the parent/guardian requires the reserved place for the child.

---

[1]KHDA Parental Guide for School Admissions 2019, page 3

The school reserves the right to remove a child from the waiting list if no response is received by a given deadline.

- Children of Employees shall be admitted to the school upon review of their records and the availability of places.

- The school has the right to reject a student`s registration if he/she has failed to meet the academic and conduct standards set by the school.

- Students of determination (SOD) are accepted into DMES within an additional set of guidelines found in Administrative Rule 410.

  o The policy of inclusion of students of determination is in line with the programs in the UAE aimed at providing equal opportunities for all students in the educational system.

  o The school aims to provide services to meet the individual needs and to encourage all students to succeed.

  o All admissions to DMES are reviewed to determine if a student is in need of additional services in order to help the student meet their physical, cognitive, and psychological disabilities.

  o Students of determination are registered according to their age group unless there are some extenuating circumstances. Each case shall be measured on individual merit of the student and the school's ability to provide the necessary services.

  o Additional fees will be charged for students of determination in relation to the type of services in accordance to each case.

  o The school accepts students of determination in accordance to standards of registration and acceptance of the KHDA as outlined in the inclusion framework policy:

    ▪ Academic difficulties.

    ▪ Attention deficit - hyperactivity disorder.

    ▪ Communication and interaction difficulties:

      - Autism, autism spectrum disorder, neurological diseases, delayed

cognitive.

- Speech and language difficulties:
  - Language delay, speech delay
- Physical difficulties:
  - Cerebral palsy, muscular weakness, physical disability acquired
- Sensory difficulties:
  - Visual impairment – hearing impairment
- Down syndrome:
  - All the types of special needs mentioned above are accepted from mild to moderate levels only.
- The permitted number of students of determination in any classroom is a maximum of 2.

2.3 Registration and Admission Fees

2.3.1 Current Students

In order for students to secure a place at DMES for the next academic year, a re-registration deposit is required to confirm the return of existing students for the next academic year.

- Without paying the re-registration fees for the coming academic year in addition to settling all the remaining outstanding tuition fees for the current academic year, the students seat will not be reserved for the new academic year.
- Re-registration fees/Registration & Admission fees are non-refundable if students choose not to return to school for the next academic year; except in certain cases but not limited to, evidence of family traveling to another country or move to another Emirate.

2.3.2 Payment Method for Current Students

Payment of (10%) from the school's annual tuition fees (re-registration fees) is required as part of the school's total annual tuition fees. There are various payment methods available for parents/guardians to select from:

Four Installment Plan

Installment	Date	Current Student
First Installment	Upon Registration	10% of Tuition and Fees
Second Installment	1st September	20% of Tuition and Fees
Third Installment	1st December	35% of Tuition and Fees
Fourth Installment	1st March	35% of Tuition and Fees

Three Installment Plan

Installment	Date	Current Student
First Installment	Upon Registration	10% of Tuition and Fees
Second Installment	1st September	40% of Tuition and Fees
Third Installment	1st January	50% of Tuition and Fees

Monthly Installment Plan

Installment	Date	Current Student
First Installment	Upon Registration	10% of Tuition and Fees

*The remaining tuition and fees shall be paid using post-dated cheques on monthly basis, the last month instalment shall be collected by latest 1st.

2.3.3 New Students

In order for new students to secure a place at DMES, fees are to be collected to confirm that selected students will opt to take up the offered places. This fee shall be deducted from the total tuition fees for the academic year in which the admission is being sought. Cash payment of the first instalment must be paid upon registration for the new students .

For all new enrolments, the school requires a non-refundable Application fee of 500 AED. No students will be admitted without paying the school annual registration and admission fees.

2.3.4 Payment Method for New Students

Payment of (30%) of the school's annual tuition fees (registration and admission fees) is required as part of the school total school's annual tuition fees. There are various payment methods available for parents/guardians to select from:

Four Installment Plan

Installment	Date	New Student
First Installment	Upon Registration	30% of Tuition and Fees
Second Installment	1st September	20% of Tuition and Fees
Third Installment	1st December	30% of Tuition and Fees
Fourth Installment	1st March	20% of Tuition and Fees

Three Installment Plan

Installment	Date	New Student
First Installment	Upon Registration	30% of Tuition and Fees
Second Installment	1st September	40% of Tuition and Fees
Third Installment	1st January	30% of Tuition and Fees

Monthly Installment Plan

Installment	Date	New Student
First Installment	Upon Registration	30% of Tuition and Fees

*The remaining tuition and school fees shall be paid using post-dated cheques on monthly basis, the last month instalment shall be collected by latest 1st May.

2.3.5 Children of Employees

Students who are admitted as children of employees shall be given a 35% discount of the tuition only.

2.3.6 Refunds

For both existing and new students, deposits and fees shall not be refunded if students choose not to return to school for the next academic year or choose not to take the offered places. However, the school may choose to refund the deposit under special circumstances. These circumstances include, but are not limited to, evidence of family travel to another country, a move to another Emirate or any unforeseen circumstances. Such cases may be submitted to KHDA for approval.

In the case of refund and recovery, the school fees shall be calculated as follows:

- If the student attends school for two weeks or less, a month's fees will be deducted;

- If the student attends school for a period ranging between two weeks and one month, two months' fees will be deducted.

- If the student attends for more than a month, three months' fees will be deducted.

- The above conditions for refund apply to transportation fees if the service is provided by the school.

- Books and uniform fees are non-refundable.

2.4 Admissions Procedures

2.4.1 Registration Procedures for New Students

2.4.1.1   Parents of new students may request admission by:

    a. Visiting the school website (www.dmes.ae.)

    b. Visiting the school social media platform.

    c. Sending a WhatsApp message or an email to the registration department.

    d. Contacting the school hotlines.

    e. Booking an appointment through the school website and portal.

2.4.1.2   Admission Office provides all the information about the school to the parents upon their request.

2.4.1.3   Admission Office provides the online registration links and procedures via the school website.

2.4.1.4   Once parent completes the online registration, he/she will automatically receive the registration ID via email.

2.4.1.5   Parent shares the Registration ID with the registrar for processing.

2.4.1.6   Admission Office requests the official documents to be sent through email or WhatsApp. The documents requested are as follows:

a. One copy of the child's passport and Residence Visa (for expatriates only)

b. One copy of the family book (for citizens)

c. One copy of the child's birth certificate.

d. One copy of the child's Emirates ID card and one copy of the parents Emirates ID card.

e. One passport size photographs (recent).

f. One copy of the child's full immunization records (in English or Arabic).

g. Three years School Reports from the previous school.

h. "Commitment to Learning reference form" from the previous school

2.4.1.7 The registration department will check the submitted documents and confirm that all required documents have been completed.

2.4.1.8 After uploading the required documents, the registrar creates a new student record on the admissions list in the school system.

2.4.1.9 Parents make a non-refundable payment through the online payment for the application fee that will cover the entrance Assessment (Virtual Panel Interview). Parents send the payment receipt to the Accounting Department's email or WhatsApp.

2.4.1.10 Once the payment is made, the admissions office shares the names of students with the receptionist to arrange schedule of virtual panel interview.

2.4.1.11 Prior to the interview, the Admission Office shares student's and parent's documents with the interview committee.

2.4.1.12 New student will undergo the virtual panel interview of the interview committee.

2.4.1.13 Reception Staff records the panel interview and shares it with the Head of school and the School Executive Principal.

2.4.1.14 Each panelist should complete the Q/A responses and the final recommendation for the student.

2.4.1.15 The academic team submits the feedback of the panel interview into the iCampus platform shared with the registration team to review recommendations/comments

2.4.1.16 Registrar send an email with the recommendation report to the SEP to get the final approval to admit the new student to DMES.

2.4.1.17 The School Executive Principal review the recommendation report to give the final approval to admit the new student to DMES.

2.4.1.18 The Admissions Office sends the acceptance letter to the parent whose children have been accepted by the school through email to finalize the registration officially.

2.4.1.19 Reception staff informs the parents whose children's applications are rejected via phone call.

2.4.1.20 Parents whose children have been accepted are requested to submit the admission forms *and required documents to secure the seat for their children along with the forms filled and signed by the parent. The admission forms they have to submit are:

   a. Student Application form

   b. Student Health form

   c. Transportation form if applicable

   d. Leaving Certificate attested for the school in UAE

   e. An original copy Transfer or Leaving Certificate will be required if the child has already attended a school outside the UAE

2.4.1.21 The Registrar reviews all the data for the new student in the school system and confirms the registration.

2.4.1.22 Student digital/electronic file is prepared and named with the Family ID.

2.4.1.23 The Account Department creates the Performa invoice and sends it to the parent's email.

2.4.1.24 Parent makes the online payment and sends and the payment receipt to the Accounting Department's email or WhatsApp.

2.4.1.25 Once the payment is made, the student is automatically enrolled in the school.

2.4.2 Registration Procedures for Existing Students

2.4.2.1   DMES parents receive an e-mail that contain the re-registration link form and the re-registration circulars from the school that states that re-registration has opened for the next academic year.

2.4.2.2   The Admissions office tracks and updates the re-registration dashboard and contacts the parents completed the re-registration forms for the next academic year.

2.4.2.3   Registrar asks the parents of the current students to send the list of updated required documents through WhatsApp or email.

2.4.2.4   Registrar collects all the required documents and upload them into the digital Parent Folder.

2.4.2.5   Registrar provides information and assistance for the parents to complete the registration process.

2.4.2.6   Once the payment is made in the Accounting Department, the student is automatically registered in the next academic year

2.4.3 Registration Procedures for Students of Determination

2.4.3.1   Parents of students of determination may request admission by:

a. Visiting the school website (www.dmes.ae.)

b. Visiting the school social media platform.

c. Sending a WhatsApp message or an email to the registration department.

d. Contacting the school hotlines.

e. Booking an appointment through the school website and portal.

2.4.3.2   Admission Office provides all the information about the school and the procedures for registering SODs to the parents upon their request.

2.4.3.3 Admission Office provides the online registration links and procedures via the school website www.dmes.ae.

2.4.3.4 Once parent completes the online registration, he/she will automatically receive the registration ID via email.

2.4.3.5 Parent shares the Registration ID with the registrar for processing.

2.4.3.6 Admission Office requests the official documents to be sent through email or WhatsApp. The documents requested are as follows:

    a. One copy of the child's passport and Residence Visa (for expatriates only)

    b. One copy of the family book (for citizens)

    c. One copy of the child's birth certificate.

    d. One copy of the child's Emirates ID card and one copy of the parents Emirates ID card.

    e. One passport size photographs (recent).

    f. One copy of the child's full immunization records (in English or Arabic).

    g. Three years School Reports from the previous school.

    h. "Commitment to Learning reference form" from the previous school

    i. Medical report required from the parent upon the inclusion department request.

2.4.3.7 The registration department will check the submitted documents and confirm that all required documents have been completed.

2.4.3.8 After uploading the required documents, the registrar creates a new student record on the admissions list in the school system.

2.4.3.9 Parents make a non-refundable payment through the online payment for the application fee that will cover the entrance Assessment (Virtual Panel Interview). Parents send the payment receipt to the Accounting Department's email or WhatsApp.

2.4.3.10 Once the payment is made, the admissions office shares the names of students with the receptionist to arrange schedule of virtual panel interview.

2.4.3.11   Prior to the interview, the Admission Office shares student's and parent's documents with the Inclusion Department and the interview committee.

2.4.3.12   New student will undergo the virtual panel interview of the Inclusion Department and the interview committee.

2.4.3.13   Reception Staff records the panel interview and shares it with the Head of school and the School Executive Principal.

2.4.3.14   Head of Inclusion inputs the final recommendation for the student into the iCampus platform shared with the registration team to review recommendations/comments

2.4.3.15   Registrar send an email with the recommendation report to the SEP to get the final approval to admit the new student to DMES.

2.4.3.16   The School Executive Principal review the recommendation report to give the final approval to admit the new student to DMES.

2.4.3.17   The Admissions Office sends the acceptance letter to the parent whose children have been accepted by the school through email to finalize the registration officially.

2.4.3.18   Reception staff informs the parents whose children's applications are rejected via phone call.

2.4.3.19   Parents whose children have been accepted are requested to submit the admission forms *and required documents to secure the seat for their children along with the forms filled and signed by the parent. The admission forms they have to submit are:

a. Student Application form

b. Student Health form

c. Transportation form if applicable

d. Leaving Certificate attested for the school in UAE

e. An original copy Transfer or Leaving Certificate will be required if the child has already attended a school outside the UAE.

2.4.3.20   The Registrar reviews all the data for the new student in the school system and confirms the registration.

2.4.3.21   Student digital/electronic file is prepared and named with the Family ID.

2.4.3.22   The Account Department creates the Performa invoice and sends it to the parent's email.

2.4.3.23   Parent makes the online payment and sends and the payment receipt to the Accounting Department's email or WhatsApp.

2.4.3.24   Once the payment is made, the student is automatically enrolled in the school.

Section 3: Attendance and Punctuality

3.1 Attendance Policy

Attendance is vital to ensure that students have access to a full and effective educational opportunity provided by the school. At DMES, we ensure that students are in school every day and on time, therefore having access to learning for the maximum number of days and hours. The punctuality of attendance promotes reliability and productivity, both valuable factors in ensuring continuous learning progress and enabling students to optimize their potentials. We believe that maintaining high levels of attendance and punctuality contributes to our students' personal development, academic achievement, and successful school life.

3.2 School Day Structure

1. Full-Time Attendance (Sunday to Thursday)
    - Students in Grades 9-12

2. Distance Learning/Online Education
    – This option is available for students of determination (SOD) and students with any illness that may prevent the student from attending school. Students must provide a valid medical certificate.

3.3 Absence

Students are encouraged to be present regularly throughout the year to attend the academic program. If absence is necessary for a legitimate reason, parents should inform the school if their child will be absent from school through the school portal, telephone call, or e-mail to the appropriate Head of Section. If the absence is not reported on time, it shall be assessed as the child being 'absent without consent (unexcused).

All days missed from school for any reason will be reported on the report card as an absence.

a) When a child is absent from school for three (3) consecutive days or more, parents need to provide a letter explaining their absence or provide a note from the doctor upon return to school.

b) Absences of 3 consecutive days of more will be followed up by the school.

c) Unauthorized absences cannot exceed 10% of the total academic year and cannot number more than 30 days total (authorized and unauthorized). Absences exceeding this number will be referred to the academic review committee and may result in a student either being retained in the current grade or withdrawn from the school.

Authorized Absence

An absence is classified as authorized when a child has been away from school for a legitimate reason and the school has received notification from the parent. Only the school can make an absence authorized. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorized.

Authorized Absence is granted in the following cases only:

- Medical leave only when a medical certificate is produced.
- Religious observance
- Out-of-school suspension
- Leave for bereavement (death in the immediate family)
- Enforced Closure

Unauthorized Absence

An absence is classified as unauthorized when a student is absent without the permission of the school. Therefore, the absence is unauthorized if a student is absent without a valid convincing reason, even if it is supported by the parent/guardian. The Head of Section will follow-up with the parent by sending an e-mail notifying students' unauthorized/unexcused absence from school.

3.4 Tardiness

Students should be punctual in attending their classes. Students shall not be allowed to disrupt classes by entering late without a valid excuse. Any student who arrives/logs in 15 minutes after the scheduled time without a valid reason is marked as late. If there is an unavoidable delay in arriving at school, parents must inform the school through a telephone call or e-mail to the appropriate Head of Section. Late arrivals are recorded and appear on the student's report card.

3.5 Dismissal

For health and safety reasons, parents who are picking up students at the end of the school day are refrained from entering the school premises. Students who are not picked up on time shall stay in his/her class. The school implements a communication system whereby the parent will inform the security about the child's name; the security will inform the Head of Section then the Head of Section will allow the student to leave the building to go to the security. At the gate, the security will check the student's DMES ID and the parent DMES family ID to allow the student to exit the school. All students must be picked up on time or by latest 3:00 p.m. Parents shall be contacted when students are not picked up at this time.

3.6 Roles and Responsibilities of Parents/Guardians

- Ensure that the child attends all classes regularly and punctually.
- Strictly comply with the school's "Stay At Home If Unwell Policy."
- Contact school, either by email to the students' head of section, or by calling the reception providing the reasons before 8:00 am, whenever their child is unable to attend school.
- Request for authorized absence during the school year, only if absolutely necessary as these are not automatically authorized.
- Avoid making medical/dental appointments during school hours and be informed that holidays should not be taken during the semestral period.

- Work with the school to resolve issues and ensure good attendance and punctuality.

- Provide the school a medical report or any legal document to categorize absence as excused.

- Encourage the child to attend the school day regularly.

- Report to the Head of School/Head of Section any concerns/issues de-motivating students from reporting to school.

- Refrain from collecting the child unless it is an emergency situation

Section 4: Curriculum

4.1 Curriculum Policy

The enriched High School curriculum provides a varied program of experiences and a solid academic grounding in English, Mathematics, Science; Arabic, Islamic Education, for Arab & Non Arabs, including elective and AP Courses.

4.2 Curriculum/Educational Programmes

Please refer to table below for detailed information regarding the school's curriculum and programmes. The table also indicates boards and organizations which have accredited or authorized the school.

Phase	Curriculum/Program	Accreditation/Authorization
Grade 9 – Grade 12	US California State Curriculum US California Next Generation Science Standards UAE MOE Curriculum	New England Association of Schools and Colleges (NEASC) Knowledge of Human Development Authority (KHDA)

4.3 Language and Reading Literacy

DMES values the importance of shared responsibility between students, parents, teachers and the school community in language and literacy development. School-wide literacy programs such as Drop Everything and Read/Write, library and literacy sessions, usage of Achieve3000 platform also provide more opportunities for students to raise their language and reading proficiency levels and prepare them for external assessments such as MAP, CAT4, ACER IBT, PISA, SAT, PSAT, and IELTS.

4.4 Inclusion

DMES has an Inclusion Department that serves to generate systems and procedures, along with the parents, learning support assistants (LSA), specialists and organizations for students of determination to have equal access to the curriculum. Modifications to the curriculum are done to provide meaningful and challenging learning experiences and promote learner success and lifelong learning. Intervention planning and

developing Individual Education Plans (IEPs) are conducted collaboratively to ensure that teaching practices and procedures are continuously monitored, reviewed and refined for the learners' benefit.

4.5 Gifted and Talented Students

DMES curriculum is also adapted for students who have been assessed and classified as being gifted and talented. Academically, these students are challenged through Project-Based Learning, Inquiry-Based Learning, and STEM Activities which provides rigor, relevance, and real-life application while at the same time requiring them to engage in critical thinking, collaboration, and system thinking.

Another adaptation is differentiation in instructional strategies, the process of learning, what students are required to do, and the product of learning. At DMES, setting personalized education programs for gifted students includes: curriculum differentiation, assessment differentiation, enrichment, and groupings.

4.6 Project-Based Learning Program

DMES believes in the importance of developing student's problem-solving, critical thinking, technology, and innovation skills through solving real-world problems. The PBL program aims to provide students a wide range of opportunities to research, experiment, produce PBL products, and present their product at the end of each semester. The program highlights cross-curricular integration among subjects such as English, Mathematics, Science, Social Studies, Arabic, Islamic Education, and ICT & Robotics.

4.7 High School Structure

Molding students as future-focused, 21st-century lifelong learners, the high school section is committed to offering rigorous and balanced academic programs through the DMES High School structure.

4.7.1 Class Names

The following terms are used for each class:

Grade 9	Freshman
Grade 10	Sophomore
Grade 11	Junior
Grade 12	Senior

4.7.2 Minimum Graduation Requirements

Please refer to specific subject areas in this guide for more information about DMES graduation requirements. Below is a list of minimum required credits in each subject area. Counselors strongly encourage students to go beyond the minimum requirement.

2021-2022 Courses	Credits
English	4
Mathematics	4
Social Studies	3
Science	4
Islamic Education	2
Arabic	4
Electives	3
Credits Required:	24

In addition to the above courses (24 Credits), further requirements include:

The country citizen students (Nationals) shall pass:

a. EmSAT Achieve – English with a minimum grade of at least 1100 grades.

b. EmSAT Achieve – Mathematics with a minimum grade of at least 500 grades.

The non-citizen/expats students shall pass:

a. In English language one of the following tests:

TOEFL English with a minimum grade of at least 61 grades in the online test for the students (IBT).

Or the IELTS Academic with a minimum grade of at least 5.0 grades.

Or EmSAT Achieve – English with a minimum grade of at least 1100 grades.

b. A Mathematic test in one of the following tests: SAT I – Math Reasoning Test with a minimum grade of at least 450 grades.

Or EmSAT Achieve – Mathematics with a minimum grade of at least 500 grades.

4.7.3   Pre-requisites

A prerequisite requirement must be fulfilled before a course can be taken. Examples of prerequisites may include a course, skill level, minimum grade, experience, or instructor approval (and most importantly any MoE condition) Prerequisites are listed in course descriptions, and students should be aware of them when making course selections. Course descriptions also include required materials, if applicable, that need to be purchased to complete the course objectives successfully.

Subjects and Options

Credit: English		
Course	Credits	Grade
English 9	1	9
English 10	1	10
English 11	1	11
English 12	1	12
English Literature	0.5	9,10,11,12

Credit: Science		
Course	Credits	Grade
Biology	1	9
Chemistry	1	10
Physics	1	11
Health & Food Science	0.5	9,10,11,12
Earth Science/ Geology	0.5	9,10,11,12
General Science	0.5	9,10,11,12
Genetics	0.5	9,10,11,12

Credit: Social Studies		
Course	Credits	Grade
Social Studies 9	1	9
Social Studies 10	1	10
Social Studies 11	1	11
Social Studies 12	1	12
Sociology	0.5	9,10,11,12
History	0.5	9,10,11,12
Geography	0.5	9,10,11,12
Psychology	0.5	9,10,11,12

Credit: Mathematics		
Course	Credits	Grade
Mathematics 9	1	9
Mathematics 10	1	10
Mathematics 11	1	11
Mathematics 12	1	12

Credit: Creative Arts		
Course	Credits	Grade
Art - Visual Arts	0.5	9,10,11,12

Credit: World Languages		
Course	Credits	Grade
French	1	9,10,11,12
German	1	9,10,11,12
Spanish	1	9,10,11,12

Credit: Physical and Health Education		
Course	Credits	Grade
PE (Physical Education)	0.5	9, 10, 11, 12

Credit: Information Technology		
Course	Credits	Grade
Information Technology	0.5	9,10,11,12
Computer Science	0.5	9,10,11,12
Computer Studies	0.5	9,10,11,12
ICT	0.5	9,10,11,12
Design Technology	0.5	9,10,11,12
Programming/Coding	0.5	9,10,11,12

Credit: Business		
Course	Credits	Grade
Business/Commerce	0.5	9,10,11,12
Economics	0.5	9,10,11,12
Microeconomics	0.5	9,10,11,12
Macroeconomics	0.5	9,10,11,12
Accounting	0.5	9,10,11,12

4.7.4 DMES 4-Year Plan

DMES has a robust and challenging high school curriculum that offers students a variety of opportunities to select courses that help them achieve their dreams. HS counselors work with students to create a personalized 4-year academic plan so that they can think about, set, and achieve their academic goals. Creating a 4-year plan is an important activity that allows students to personalize their high school course selection, so it aligns with their passions and interests while safely meeting high school graduation and minimum post-secondary entrance requirements. HS counselors provide guidance on this student-driven activity. Although it is a 4-year plan, it is understood to be tentative at the time of creation and can be adjusted as student's interests or goals change.

4.7.5 Academic Tracks

According to the Ministerial Decision No. (883) for the Year 2019 Equivalence System of Private School Certificates, the above mentioned study programs will flow into the following 3 major tracks, that is, General Track, Advanced Track, and Elite Track. The details are as follows:

General Track					
Subject	Grade 9	Grade 10	Grade 11	Grade 12	Credits
English	English 9	English 10	English 11	English 12	4
Math	Algebra 1	Geometry	Algebra 2	Calculus & Pre-Calculus	4
Science	Biology Physical Science Earth Science	Biology Physical Science Earth Science Astronomy	Chemistry Physics Environmental Science Nutrition	Physics Environmental Science Nutrition Human Anatomy Organic Chemistry Forensic Science	4
Arabic	Arabic 9	Arabic 10	Arabic 11	Arabic 12	4
Islamic Education	Islamic Ed.9	Islamic Ed.10	Islamic Ed.11	Islamic Ed.12	2
Social Studies	Social Studies 9	Social Studies 10	Social Studies 11	Social Studies 12	3
Electives	Electives 9	Electives 10	Electives 11	Electives 12	3
Total credits					24

Advanced Track					
Subject	Grade 9	Grade 10	Grade 11	Grade 12	Credits
English	English 9	English 10	English 11 AP English Lit.	English 12 AP English Lang.	4
Math	Algebra 1	Geometry 10 AP Calculus AB AP Calculus BC	Algebra 2 AP Calculus AB AP Calculus BC	Calculus & Pre-Calculus AP Calculus AB AP Calculus BC	4
Science	Biology Physical Science Earth Science Astronomy	Chemistry Environmental Science Nutrition	AP Biology AP Physics AP Chemistry Environmental Science Nutrition Forensic Science	AP Biology AP Chemistry AP Physics Environmental Science Nutrition Forensic Science Organic Chemistry	4
Arabic	Arabic 9	Arabic 10	Arabic 11	Arabic 12	4
Islamic Education	Islamic Ed.9	Islamic Ed.10	Islamic Ed.11	Islamic Ed.12	2
Social Studies	Social Studies 9	Social Studies 10	Social Studies 11	Social Studies 12	3
Electives	Electives 9	Electives 10	Electives 11	Electives 12	3
Total credits					24

Elite Track					
Subject	Grade 9	Grade 10	Grade 11	Grade 12	Credits
English	English 9	English 10	English 11 AP English Lit.	English 12 AP English Lang.	4
Math	Algebra 1	Geometry 10 AP Calculus AB AP Calculus BC AP Statistics	Algebra 2 AP Calculus AB AP Calculus BC AP Statistics	Calculus & Pre-Calculus AP Calculus AB AP Calculus BC AP Statistics	4
Science	Biology Chemistry Physical Science Earth Science	Chemistry Physics Nutrition Environmental Science	AP Biology AP Physics AP Chemistry Environmental Science Nutrition Forensic Science	AP Physics C: Electricity & Magnetism AP Physics C: Mechanics AP Chemistry Human Anatomy Organic Chemistry	4
Arabic	Arabic 9	Arabic 10	Arabic 11	Arabic 12	4
Islamic Education	Islamic Ed.9	Islamic Ed.10	Islamic Ed.11	Islamic Ed.12	2
Social Studies	Social Studies 9	Social Studies 10	Social Studies 11	Social Studies 12	3
Electives	Electives 9	Electives 10	Electives 11	Electives 12	3
Total credits					24

Note: AP courses can be seen in the Advanced Track, and Elite Track in the above tables; DMES has been privileged to be registered with AP Central, and will also prepare selected groups of students for AP courses for English, Mathematics, and Science (these three core subjects). To know more about AP Central, and AP Courses, please click on the following link: https://apcentral.collegeboard.org/about-ap-2021

4.7.6   Course Description

For more details about the high school courses offered at DMES, kindly refer to the

High School Structure Handbook.

Section 5: Teaching and Learning

5.1 Teaching and Learning Policy

DMES strives to cultivate a purposeful, supportive, and stimulating learning environment to optimize student growth and achievement. We believe that all students, regardless of abilities and circumstances are entitled to high-quality education and that they are at the center of learning. Being student-focused in practice, the school promotes authentic learning whereby students are exposed to real-life application of knowledge and skills to prepare them for higher education and the workforce in the future.

5.2 Modes of Learning

For AY 2021-2022, high school students receive instruction via onsite learning from Sunday to Thursday. Full distance learning option is also offered for students with underlying medical conditions and/or students of determination who cannot attend school physically.

5.3 Differentiation

Differentiation provision in school respects and responds to the needs and abilities of every student. We ensure that all students gain equal access and opportunities to optimize their potentials towards personal and academic achievement. Teachers utilize differentiated strategies and techniques based on individual students' assessment data (e.g. MAP, CAT4), learning needs (e.g. students of determination), learning styles, and multiples intelligences. Google classroom resources with differentiated learning tasks and activities are provided to students in a daily basis.

5.4 Student Engagement & Motivation

We foster a safe, supportive, and inclusive school climate that recognizes and celebrates students' strengths, efforts and success. Students are provided with both off- and on-screen learning activities designed to engage the high school learner.

Students are duly recognized for their progress and achievement in order to promote positive student behavior and to motivate them to achieve success. High school students are recognized on a daily/weekly basis through: Class Dojo, IXL, Seesaw, Achieve3000, Google Classroom and other online platforms, class notice boards, and school social media platforms.

5.5 Homework and Extended Practice

Homework enables students' mastery of the curriculum and optimized development of their potential. Students are assigned with homework tasks (e.g. for practice, review, preparation, skill integration, extension/enrichment) for core subject areas which are outlined in the parent weekly plan. High school students are expected to spend approximately 60-80 minutes for homework every day. Daily assignments and enrichment practices are usually set by teachers through virtual platforms in school or after school (e.g. Google Classroom, MAP Skills, Achieve3000, IReadArabic, ThinkCentral, Seesaw, etc.).

5.6 Technology and Innovation

High school students are provided with a wide range of learning experiences to enhance their technology, critical thinking, problem-solving, and innovative skills. Students are trained in the safe and responsible use of technology and network to mold them into digital citizens. On a daily basis, students have the opportunity to access a wide range of e-learning platforms to further enhance their learning experience. Students and parents have access to the following digital platforms: IXL, Think Central, Seesaw, Google Classroom, Achieve3000, IReadArabic, Reading Street, Inspire Science, and MyHRW.

Section 6: Assessment

6.1 Assessment Policy

At DMES, we recognize the significance of assessments in evaluating the effectiveness of the curriculum, informing planning and instruction, and in measuring and maximizing student's potential. We promote the assessment principles and practices that are grounded on the academic development and achievement of students throughout the course of learning. Our assessment philosophy is focused on the reinforcement of learning outcomes and objectives. We believe that providing authentic and varied assessments allows our students to actively demonstrate their knowledge, understanding, skills, and abilities against curriculum standards.

6.2 Assessment Practices

Formative Assessment (Assessment for Learning – AfL)

Formative assessment occurs throughout the teaching and learning process to optimize learning and augment student achievement. It can take the form of success criteria, marking, discussion, targeted questioning, and observations that measure students' learning and understanding. Formative assessments may include Do Now, self-assessments, exit tickets, among others. Formative assessment may or may not be reported on using the school's digital grade book (iCampus) and will not form part of the students' final grade.

Summative (Assessment of Learning – AoL)

Summative assessments are administered at the end of a period of teachings (e.g. end of a unit or semester) to provide a coherent account of the student's achievement against curriculum standards or benchmarks. Examples of summative assessments include: bi-weekly assessments, end-of-semester assessments, final projects/portfolios, and standardized tests.

As mandated by the KHDA, DMES students undertake benchmark assessments or standardized tests during the academic year. External assessments administered for high school students include:

NWEA MAP – Measures of Academic Progress

DESCRIPTION:	A standardized testing programme from the USA. MAP assessments are tailored to an individual's current achievement level.
SUBJECT AREAS:	Reading, Language, Mathematics, Science
FREQUENCY:	3 times within an academic year (Fall, Winter, Spring) Fall – between August to November Winter – between December to February Spring – between within March to June

CAT4 – Cognitive Abilities Test 4th Edition

DESCRIPTION:	Cognitive abilities test by GL Education of reasoning ability, not curriculum content.
SUBJECT AREAS:	Verbal reasoning (thinking with words) Non-verbal reasoning (thinking with shapes) Quantitative reasoning (thinking with numbers) Spatial reasoning (thinking with shape and space)
FREQUENCY:	Every 2 to 3 years

ACER IBT – International Benchmark Test

DESCRIPTION:	An internationally administered program of assessments which benchmarks student performance against a broad, international cohort of students.
SUBJECT AREAS:	English, Mathematics, Science and Arabic
FREQUENCY:	Once (1) within an academic year

PISA – Programme for International Student Assessment

DESCRIPTION:	A test of knowledge and skills for 15 year-old students in reading, mathematics and science.
SUBJECT AREAS:	Reading, Mathematics & Science
FREQUENCY:	Every three (3) years

OECD PBTS – PISA-Based Test for Schools

DESCRIPTION:	Follows the internationally recognized assessment frameworks used in the PISA studies; measures students' knowledge and skills in three core subjects: reading, mathematics and science.
SUBJECT AREAS:	Reading, Mathematics, Science
FREQUENCY:	Every three (3) years

SAT 1 & 2

DESCRIPTION:	A curriculum-neutral, standardised test of reading, writing and mathematics for students in Grades 11 or 12 in US curriculum schools
SUBJECT AREAS:	SAT 1: Reading, Writing, Mathematics SAT 2: Literature, U.S. History, Mathematics Level 1 & 2, Biology E/M, Chemistry, Physics, French, Spanish, German, etc.
FREQUENCY:	Once (1) within an academic year

PSAT 10

DESCRIPTION:	One of four tests in the SAT Suite of Assessments—all of which test students on the knowledge and skills they need for college.
SUBJECT AREAS:	Reading, Writing, Mathematics
FREQUENCY:	Once (1) within an academic year

EmSAT – Emirates Standardized Test

DESCRIPTION:	A national system of standardized computer-based tests, based on national standards in the United Arab Emirates; the primary university admission criteria for public & private universities in the UAE.
SUBJECT AREAS:	English, Mathematics, Science
FREQUENCY:	Once (1) within an academic year

6.4 Feedback

Constructive feedback is given to students in order to help them know the standards or learning objectives on which their work is being judged against and to enable them to become better in future at evaluating their own and their peer's performance. Feedback takes on three directions: teacher to students, students to teacher, and student to student. Teachers provide students with feedback that is timely, challenging, and developmental. The school shares and informs of the feedback to students and parents through verbal, written, or electronic forms through online platforms such as Seesaw, Google Classroom, and Edulastic.

6.5 Grading and Reporting

Grading and reporting practices in school are standards-based. Each subject has an adopted set of standards which teachers report on throughout the year. Grading procedures are related directly to stated learning goals, i.e. the relevant curriculum standards or any other learning goal communicated by the teacher at the start of the course/unit.

Parents receive written reports of their child's progress, attainment, and performance on standardized tests during the academic year. End of semester report cards signed by the School Executive Principal are distributed to parents on the scheduled report date upon approval by the KHDA.

Section 7: Extra-Curricular Activities & Events

7.1 ECA Policy

DMES school strives to achieve our ultimate goal of developing well-rounded and holistic students. Therefore, our school offers a wide-range of extra-curricular activities (ECA) that will target all aspects of students' personal development such as physical, mental, emotional, social, and spiritual development apart from the learning opportunities provided inside the classroom. All students, including students of determination (SOD) are privileged to participate in any ECA. Students shall maintain the acceptable academic and behavior performance to become eligible to participate in any ECA.

7.2 Extra-curricular Activities

Field trips and other off-school activities are important elements of the DMES ECA programs. High school students engage in various co-curricular activities onsite such as field trips, lectures and workshops, school-based events and competitions, and international celebrations. Students are provided with in-class and online opportunities to participate in ECAs through leading awareness programs, writing compositions, virtual tours, and many more.

7.3 School Events

All high school students are welcomed to participate in various school events and celebrations. They have the opportunity to showcase their talents and skills in performing arts during the UAE National Day Celebration and other important school events. High school students also engage in various social engagement such as charity programs and environment protection drive in school such as campaigns, participation in Green Week activities and competitions.

Section 8: Behavior and Discipline

8.1 Behavior Policy

At DMES, we promote students' right to feel valued and safe and at the same time, ensure that students conduct themselves at all times in a manner which demonstrates respect for the school, their fellow students and our staff. We teach our students to reflect on errors in judgment and behavior, and to impart the understanding of their rights and obligations to behave responsibly. We believe that self-discipline and proper conduct are essential to the success with which a student forms relationships in and out of school, and to later success in life.

8.2 Positive Behavior Management

We believe in the importance of promoting positive behavior and attitudes among high school students. We mold our students to become self-disciplined and responsible learners who embody our core values of respect and tolerance in everything they do. Teachers and staff use positive behavior management strategies and restorative approach rather than the punitive approach, which encourages students to develop good conduct and discipline

8.3 Rights & Responsibilities of Students

RIGHTS

DMES students have the right to:

- Be physically and emotionally safe and respected in a welcoming school environment.
- Be treated with respect and fairness by teachers, staff, and fellow students.
- Positive behavior reinforcement and appropriate correction when conduct does not meet expectations.
- Equal treatment in the enforcement of school rules and due process.
- The opportunity to reconcile a wrong and a second chance to exhibit appropriate behavior.

- Have confidential school records not disclosed without written permission by parents, or authorities.

- Be provided with appropriate educational activities that promote their talents, abilities and potential.

RESPONSIBILITIES

DMES students are expected to:

- Follow all policies, rules, and regulations set forth by DMES in relation to discipline and behavior.

- Make positive behavior choices that promote their safety, the safety of others, and a productive learning environment.

- Behave in a respectful, a responsible, and a decent way all the time.

- Be self-disciplined, respond very well to their peers and adults, and resolve difficulties in mature ways.

- Develop a sense of community and of caring for every individual human being in school.

- Engage with peers as active learner to have appositive impact in the learning environment.

- Contribute to the school community and act as an ambassador of the school.

- Refrain from aggressive or threatening behavior towards fellow students, teachers, and school staff.

- Recognize the zero tolerance of poor behavior at DMES.

8.5 School Uniform

The school uniform is a compulsory requirement of all students enrolled at DMES. It is a way of showing commitment to the school along with a sign of belonging to the DMES community. Our aim is to ensure uniformity across all ages with our school uniform, ensuring every students' attire is neat and presentable at all times; taking pride in being a student of DMES.

Daily Uniform Requirements

Students in high school are expected to abide by the daily uniform requirements below:

1. Navy blue skirt and sky blue shirt with long sleeves for girls

2. Sky blue shirt with navy blue trousers for boys

3. Safe, flat, totally black shoes

4. White socks (should cover the ankle)

5. School identification badge

6. P.E. uniform during scheduled PE days with athletics shoes (non-marking soles and heels)

Dress Code

During school hours and while in school uniform, the following rules apply:

1. Students must only wear school-issued uniform (with school logo).

2. Students are required to wear uniform of the appropriate size and length.

3. No sandals or slippers are allowed.

4. Makeup or flash jewelry is not permitted.

5. Only black scarf for girls is allowed.

6. Abayas/Kanduras are not permitted in place of the school uniform.

7. Wearing caps or hats inside the school building is not acceptable.

Section 9: Student Wellbeing and Safety

9.1 Bullying and Cyberbullying

DMES is committed to provide a secure, caring, inclusive and happy environment for all students. The school promotes positive social relationships and behaviors, articulating the ethos of mutual respect and tolerance. Bullying is deemed unacceptable and is treated seriously and acted upon. Any form of bullying/cyberbullying is reported and necessary steps are taken to eliminate such behavior immediately.

9.1.1   Forms of Bullying

Verbal Bullying- is saying or writing hurtful things. Examples include but are not limited to:

- Teasing
- Name-calling
- Taunting
- Inappropriate sexual comments
- Threatening to cause harm

Physical Bullying - involves inflicting harm upon a person's body or damaging their possessions. Examples include but are not limited to:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's possessions
- Making cruel or rude hand gestures

Social Bullying – sometimes referred to as relational bullying, involves harming someone's reputation or relationships. Examples include but are not limited to:

- Leaving someone out on purpose
- Influencing others not to be friends with someone
- Spreading rumours about someone
- Embarrassing someone in public

Cyberbullying–involves using technology (email, text messaging, social media) to carry out unacceptable or illegal behaviors. Examples include but are not limited to:

- Threats or intimidation
- Harassment or stalking
- Defamation
- Ostracizing/Peer Rejection/Exclusion
- Publicly posting, sending or forwarding personal or private information or images

9.2 Indicators of Bullying Behavior

Children who are being bullied often exhibit some warning signs. These students may:

- Have torn, damaged, or missing pieces of clothing, books, or other belongings.
- Have unexplained cuts, bruises, and scratches from fighting.
- Have few, if any, friends with whom he or she spends time.
- Seem afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities (such as clubs or sports) with peers.
- Take a long "illogical" route when walking to or from school.
- Lose interest in doing school work, or suddenly begin to do poorly in school.
- Appear sad, moody, teary, or depressed when he or she comes home.
- Complain frequently of headaches, stomachaches, or other physical problems.
- Have frequent bad dreams, or trouble sleeping.
- Experience a loss of appetite
- Appear anxious and suffer from low self-esteem.

9.3 What parents can do if their child is being bullied[2]

1. Beware to leave the situation up to the child to fix on his/her own under the argument that the child should defend him/herself from bullies, because this method will not work in most cases, especially if the child was bullied be a group of students.

---

[2]UAE Supreme Council for Motherhood and Childhood, The Anti-Bullying Parents' Guide

2. At the same time, do not overprotect your child, and say, for example: "Well, stay home and do not go to school and I'll take care of it."

3. Listen to your child with interest and empathy and try to know what is happening to him/her without pressing or questioning him/her to talk about what is happening.

4. It is not good to talk to the bully's parent, as it is not wise to face the child who is bullying your child.

5. Decide if it is best to discuss the problem with the school or not. This will depend on:

   – the severity of the bullying.

   – whether the child can learn

   – how to address the situation or not?

   – the child's will to discuss the problem with the school.

6. If you decide to discuss the problem with the school, make sure to describe what happened to your child as accurately as possible.

7. Remember that the school needs to know what happened to your child for the benefit of all other children.

8. You will be sure that the bullying problem you have discussed will be carefully considered and addressed according to the school policy against anti-bullying.

9.4 What parents can do if their child is bullying others[3]

- Deal with the situation clearly and seriously and take action to prevent it from continuing.

- Try to know why your child is doing this, maybe he/she were provoked. If that is true, look for ways to stop this provocation, which maybe, for example, calling him unkind names. Therefore, you can work on preventing this behavior without getting involved in bullying.

---

[3]UAE Supreme Council for Motherhood and Childhood, The Anti-Bullying Parents' Guide

- Do not seek to threaten or punish your child in general because he/she is acting improperly, especially using physical punishment.

- If the child is involved in bullying as a result of others encouragement try to direct him to assess his own behavior, to judge what he has does and whether it is good to be affected by others.

- Show your appreciation of your child's behavior if he sympathizes with people who have been abused or harassed.

- Make sure that you are not involved in bullying because the model you show of yourself to your child is more influential when what you say.

- If you can't prevent the bullying, ask the school for help, because working with the school in these cases can often lead to better results.

- If the school tells you that your child is bullying others and asks you to come, be prepared to cooperate with the school in developing a plan to assess your child's behavior and stop what is happening.

9.5 Child Protection and Safeguarding

DMES aims to establish a secure environment where all students and all members of the school community are safeguarded properly. We believe that students' wellbeing is enhanced when they feel secure, and have a positive relationship with their peers and teachers.

9.5.1 Indicators of Abuse

Physical Abuse – unexplained injuries/bruises; improbable or evasive excuses, untreated injuries; fear of treatment or medical help, fear of physical contact, fear of going home, over-aggressive or defensive tendencies, fear of removing clothes, bites, lashes, facial injuries.

Emotional Abuse – Physical, emotional, developmental delay; over-reaction to mistakes; tearful, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, Fabricated Illness syndrome. Signs may include; perceived illness, enforced illness, fabricated illness, poisoning e.g. with suffocation, bleeding, rashes, tampering with vomit/urine. Child may exhibit unusual or unnaturally

prolonged illness; symptoms/signs have a temporal association with mother's presence, multiple illnesses/similar symptoms in family, unexplained death of siblings.

Sexual Abuse – Tendency to cling, tendency to cry, genital itching, acting 'like a baby', distrust of familiar adults, wetting and/or soiling, fear of undressing, throat infections, depression, fearful/panic attacks.

Neglect – overweight or underweight; constant hunger or tiredness; frequent lateness or absence, poor personal hygiene, untreated medical problems; running away, stealing, low self-esteem

Potential Abuse – Speaks about abuse at home, withheld, tendency to worry about reactions.

Bullying – Stands out, worries.

9.5.2   Guidance for Parents on Child Protection[4]

- Be aware that most of the time parents think that beating a child will quickly fix the problem to address behavioral issues, when in fact it does the opposite and teaches the child that hitting is acceptable.

- Make your children aware of their intimate parts. Teach them to say no if someone touches them and makes them uncomfortable.

- Explain to your child the ways of grooming for sexual exploitation that may include befriending by an abuser, treating them in a special way, allowing them to drink alcohol or taking drugs, encouraging them to stay away from school or home.

- Your responsibility as a parent is to keep your children safe from physical and emotional harm; as well as teaching them the skills to help protect them.

- Teach your children not to be alone with a stranger in place.

- Teach your children not to accept any gifts from strangers if they are not with an adult.

---

[4]UAE MOI Child Protection Centre

- Be aware that, if you do not show love and affection to your children, it increases the likelihood that they will seek it elsewhere, making them more vulnerable to abuse.

- Children can't cross the roads safely on their own until they have been taught how to react to traffic situations.

- Teach your child to get in and out of the car on the safe side (pavement/sidewalk) to avoid dangers from passing vehicles.

- Teach your children the basics of crossing using the "Stop, Look, Listen and Act" approach to crossing the road.

- Ensure that your children start wearing a helmet at an early stage. Ensure it worn properly as it can greatly reduce the risk of head injuries.

- Teach your children to fast their seatbelts for their safety.

- Teach your children who are under 10 that should sit in the backseat, infants, and younger children in age appropriate car seats.

- Make sure your vehicle windows and doors are locked. Always remember that children should never be left alone in a car.

- Be aware that, the right use of a child's safety seat increases a child's safety in a vehicle.

- Teach your children that, it is dangerous to hang any body part outside the vehicle window or the sunroof.

- Inform your children that it is safer to cross at a pedestrian crossing or a crossing patrol.

- Never leave a child unattended in a car even for a few minutes.

- Be aware that, according to World Health Organization, child car restraints reduce the likelihood of injuries in case of a fatal crash by approximately 70% among infants and between 54% and 80% among young children.

- Teach your children give enough space between them and bus; to ensure their safety during getting on & of the bus.

9.6 Health and Nutrition

DMES recognizes that healthy school environment profoundly influences attitudes, preferences, and behaviors and enhances students' social and emotional wellbeing. We acknowledge our responsibility to impart health and nutrition education to our students to help them develop healthy habits and lifestyles.

9.6.1 Health Services

There is a clinic that is staffed by a qualified doctor and registered nurses providing health care services for students. The school clinic responsibilities include, administering first aid, treating minor ailments, health education, maintaining health records, updating vaccinations and medical information, and liaising with the Dubai Health Authority.

Parents are asked to assist the school clinic in getting the student's school health records (i.e. medical consent forms, immunization records) completed. They should report any special medical concerns, conditions, and allergies, as well as any medication that their child may be taking. It is a must to inform the school of any change in contact numbers to enable us to contact a parent or guardian in the event of sickness or accident. If a student is taking any regular medications during school hours, either on a long or short-term basis, it is necessary that these medications be given by the school nurse for dispensing. All medications should be clearly labelled with the child's name, medication name, dose, and time to be given.

In case of children falling ill at home, it is strictly recommended not to send them to school for the following reasons:

1. COVID-19 symptoms
   - fever (≥37.5°C)
   - cough
   - body ache or fatigue
   - shortness of breath
   - sore throat
   - runny nose
   - diarrhea and nausea
   - headache
   - loss of sense of smell or taste
2. Conjunctivitis

Students are checked periodically throughout the year for any signs or symptoms of head lice. Any student suspected of having head lice will be excluded from school until the student's hair has been treated with lice shampoo and all nits (eggs) have been removed. A parent must accompany the students to school to receive an admit slip from the clinic.

9.7 Food Services

Food services at the canteens are available to students for breakfast through the lunch hour. The school canteen provides a comprehensive food services program to meet the dining and nutritional needs of students. Parents need to inform the teacher and school clinic in case of any food allergy to accommodate the needs of the student and for necessary special arrangements for breakfast/lunchtime.

9.8 Guidance and Counseling Services

At DMES, we have a holistic view of the student and value the educational, social and personal needs of each student. Student counselors collaborate with students, parents, teachers, and administrators to support a positive school experience. They are responsible for design and implementing activities and programs aimed to promote students' emotional wellbeing and safety. They offer individual and small-group counseling for students to make positive behavior choices and accept responsibility for their actions.

Student counselors help each student gain to knowledge of his or her unique mix of interests, talents and abilities and how to use this information for further educational and career choices. Information and guidance on bullying prevention, peer relationships, communication, conflict resolution, making constructive choices and developing core values are shared with the students.

9.9 Library and Media Services

There are junior libraries in the high school section and designated classroom libraries. The library provides collections of books, magazines, and online databases. All students are welcome to use the libraries for homework, research, reading and thinking, provided that they strictly adhere to health and safety measures (e.g. wearing face masks, social distancing, etc.)

9.10   Transportation Services

The safety of our students is of prime concern to the school. It is important that transport safety is observed at all times. Bus transportation to DMES is available through the RTA schools bus service. Interested parents may register the student for transportation service directly from the bus service provider. Students who are transported through the preferred service provider are expected to adhere to the school bus transportation rules and the directions provided by drivers and bus assistants. Failure to comply could result in the denial of service and/or sanction for misbehavior in accordance with the school discipline policy.

9.11   Emergency and Evacuation Procedures

It is the intention of DMES to provide a healthy and safe learning environment for students. The school conducts evacuation drills following reopening protocols to help keep the students and staff acquainted with evacuation procedures in the event that an actual emergency should occur.

Evacuation routes are posted prominently in every room and hallway for students, staff, parents, and visitors to review. Each grade level has an exact assembly point in the MOE parking grounds.

9.12 Internet Safety and Ethics

DMES promotes a school environment where opportunities for cyberbullying and harassment do not occur; and where students are moulded to become good digital citizens who use technology safely and responsibly. We encourage parents to establish rules, monitor use, and discuss safety practices with their children at home.

- Talk with your child about Internet safety as soon as he/she begins using the Internet.

- Use age-appropriate filtering, blocking and monitoring software on all Internet-enabled devices used by your child, including laptops, wireless phones and video games.

- Set limits on the amount of time your children is allowed on the internet and get to know the web sites your child visits most. Educate yourself about your child's online activities.

- Explain to your child that he/she should never give out personally identifiable information online for example, your child should understand that he/she should not post detailed information about his/her whereabouts.

- Make sure your child knows never to meet someone they met online face-to-face without first talking with you about the situation.

- Explain to your child that they should never share their passwords with anyone including friends.

- Keep a note of your child's mobile phone usage and review text messages etc. from time to time including any sent or received images.

- Educate yourself on the latest threats facing kids online (e.g. cyberbullying)

Section 10: Commitment to Safe School Environment

10.1 School Reopening Protocols[5]

All parents are expected to adhere to the following important precautionary measures as part of our commitment to a safe school environment:

- Family members are required to wear face masks at all times. A medical certificate is required for anyone who wishes to apply for a mask exemption permit.

- Only one family member or guardian is allowed to enter the school facility to drop off or pick up their child.

- Parents and guardians should have a ten-minute time limit in the designated area for pick-up and drop-off. Masks should be worn at all times.

- Younger children (KG1, KG2) can be dropped off or picked up in their classrooms. Parents and guardians may not have access to the rest of the school.

- Whenever possible, meetings should take place online. If there is a critical need for an in-person meeting, it should be made by appointment. Parents may attend parent evenings in person as long as other Covid-19 protocols are in place, such as physical distancing and face masks.

- Student registration or enrolment should take place online. If necessary, parents/ guardians can register in person by appointment only. Parents should not visit the school during pick-up or drop-off or during break times to avoid overcrowding.

- Parents, guardians, or visitors who enter the school premises, including those dropping off and picking up younger children, should provide proof of vaccination or a negative PCR test taken in the previous 48 hours.

- All parents are encouraged to supply their child with their own equipment if possible.

---

[5]KHDA: Protocols for Face-to-Face Learning at Dubai Private Schools Academic Year 2021-2022

Section 11: Parent-School Communication

11.1 Parent Coordinator's Office

The Parent Coordinator's Office works as a liaison between DMES and parents to ensure quality communication and efficiency in resolving complaints, concerns, and issues. Parents with queries or concerns may contact school staff through the parent coordinator who will then arrange appointments/meetings virtually upon approval of the SEP.

11.2 Parent Portal (iCampus)

The iCampus Portal enables parents to gain improved access to students' weekly plans, exam schedule, timetable, parent-teacher communication, student attendance, student online grades, transportation information, financial services, and online registration; and allows them to book online appointments with teachers or the school management. Parents can download the iCampus Mobile App on both IOS and Android devices.

11.3 Telephone Calls

All telephone communication with parents regarding requests, queries, and problems are channelled through the school reception and the Heads of Sections' offices. As the school enforces uninterrupted teaching and learning during school hours, parents should refrain from calling teachers unless in case of extreme emergency.

11.4 Letters/Circulars

Letters and circulars to parents are communicated in both Arabic and English. Letters with return slips are expected to be completed by parents before the deadline date.

11.5 E-mails

Parents may wish to contact the school via e-mail for a general inquiry as an alternative to telephone or letters.

11.6 Surveys

Parent surveys are given at DMES in order to collect and understand parents' perspectives, attitudes, and perceptions towards the school. These surveys help school assess its strengths and areas for improvement within the aspects of teaching and learning, curriculum, behavior management, pastoral and operational management, and student wellbeing.

11.7 Parent Drop-In

Parent drop-ins are reinforced as it forms a part of the school development area linked to improving regular communications with parents. Parents are encouraged to attend these sessions to speak with their child's teacher about any concerns or queries they may have. All parents will be required to book an appointment via the Head of Section for the virtual Monday Parent Drop-in. The School Executive Principal will be the approving authority for all requests for visitation and appointments.

11.8 Parent Meetings

Parent meetings are held to report and discuss each child's academic and social progress. In line with the new health and safety guidelines, conferences/gatherings held onsite are suspended until further notice. All meetings with parents shall be conducted virtually, unless there is a critical need for a one on one meeting, which will be on an appointment basis approved by SEP beforehand.

11.9 School Website

The school website provides a variety of information and resources and links pertaining to DMES education. It stores important school policy documents, newsletters, photos, and updates which are publicly available. The website also provides a communication facility for parents and others who wish to contact the school. The school calendar, which parents use as the first point of reference for events and activities taking place in school, is updated regularly on the website.

11.10 Parent Council

The Parent Council is a volunteer group dedicated to providing opportunities for parents and school to work together for the benefit of all DMES students. The Parent Council meets regularly to coordinate various special events and exchange ideas throughout the year.

11.11 Social Media

The school has authorized accounts in social networking sites such as Facebook, YouTube, Instagram, and Twitter to promote the school to a wider audience and to provide regular bulletins that keep parents up-to-date with school announcements, COVID-19 updates, holidays, events and activities.