



Parent Handbook 2023-2024

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1. Welcome

1.1 Purpose of this handbook

This handbook contains essential information for all parents of enrolled students. Please read it carefully and keep it handy. The handbook cannot anticipate every circumstance or question. SISD may revise, supplement or rescind any policies. Public policies and handbooks are published and updated in the [parent section](#) of the school website.

1.2 About the School

SISD provides an inspiring, inclusive and challenging learning environment while celebrating academic excellence. We encourage and support all our students to become successful, global minded, enthusiastic lifelong learners who confidently take advantage of future opportunities and help make a difference. [Together with our teaching staff](#) and parents, we support our students to fully develop their potential in a motivating, multilingual and international learning environment. Our core values are Bilingual, Excellence, Sustainability and Together (BEST), and these permeate every activity that we do at the school.

Read about our school's vision and mission [here](#).

2. Important Resources

2.1 Contact Information

School address: Dubai Healthcare City, Phase 2, Al Jaddaf, Dubai, PO Box 505002 UAE

Main office: +971 4 375 0600 (e): info@sisd.ae

Website: www.sisd.ae

SISD teachers & staff:

Head of School Office

Ruth Burke - Head of School

Rania Hussein - Deputy Head of School

Arlene Samia – PA to the Head and Deputy Head of School

Early Years (Phase 1)

Shona Gastaldi – Head of Phase 1 & 2

Lisa Thorpe – PYP Coordinator and Deputy Head of Phase 1 & 2

Fiona Ryan – Deputy Head of Early Years (KG1 /2)

Hannah Hepworth – Deputy Head of Early Years

Lenda Kelly – Learning and Teaching Assistant Head

Ivorie Padua – Early Years School Assistant

Primary School (Phase 2)

Shona Gastaldi – Head of Phase 1 & 2

Lisa Thorpe – PYP Coordinator and Deputy Head of Phase 1 & 2

Samantha Hodges – Deputy Head of Primary

Gullrukh Rafiq – Upper Primary Assistant Head

Niall Crowley – Lower Primary Assistant Head

Jennifer de la Cruz – Primary School Assistant

Secondary School

Megan La Caze – Head of Secondary School

Brian Cleary – Deputy Head (Pastoral Care)

Angela Arnold – Deputy Head (Academic)

Vibha Masand – IB DP Coordinator

Lisa Bardin – IB CP Coordinator

Anthony Loxston-Baker – IB MYP Coordinator

Lizelle Aploon – Secondary School Assistant

Security & Facilities

Ashfaq Khan – Head of Facilities

After-school Activities

Rob Duncan – Head of Sport

Health

Dr Yamein Ahmed – School Doctor

2.2 Academic Calendar

The 2023-24 Academic calendar is available [here](#).

2.3 Boarding Handbook

The boarding handbook can be found [here](#).

3. General school policies

All school policies are available on our [website](#).

Please ensure you have read and understood the school policies listed below (click to access):

- 3.1 [Academic Integrity](#)
- 3.2 [Assessment Policy](#)
- 3.3 [Attendance Policy](#)
- 3.4 [Behaviour Policy](#)
- 3.5 [Child Protection Policy](#)
- 3.6 [Complaints Policy](#)
- 3.7 [Data Protection Policy](#)
- 3.8 [Inclusion Policy](#)
- 3.9 [Language Policy](#)
- 3.10 [Language Support policy](#)
- 3.11 [Security Policy](#)
- 3.12 [Severe Weather Policy](#)

4. Academic Programmes

4.1 IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

4.2 Early Years

The Early Years programme at Swiss International Scientific School in Dubai has been carefully designed to follow inquiry-based learning for children between 3 to 6 years old. SISD follows the framework of the IB Primary Years Programme (PYP) and provides young learners with the opportunity to inquire in a multilingual and multicultural environment that provides a wide range of opportunities academically, culturally, socially and physically. Early learning in the Primary Years Programme is a holistic experience that promotes play, discovery and exploration within a dynamic environment. Learn more [here](#)

Bilingual IB Programme

Bilingualism is defined as the regular use of two or more different languages. We are committed to early immersion: which research has shown to be the most suitable tool that allows children to have command of more than one language at a highly functional level. The aim of immersion at SISD is the development of two or more languages, as well as the appropriate knowledge of the subject content and intercultural competence. The language input is age-appropriate, comprehensible, and both lexically and structurally rich. Language contact is action and content oriented.

Pre-KG students learn in French/German and are exposed to an additional language (English) during the day through the presence of an English Teaching Assistant. Students will learn through play and focus on language, math, science and personal development through the unit of inquiry different times during the day/week with the French/German classroom teacher and English Teaching Assistant.

In KG1 and KG2 bilingual stream, an English-speaking teacher and French-or German speaking teacher are responsible for the class through a co-teaching model. Language development is inquiry-driven and supported by competencies and skills-oriented methods. English support can be provided on request for full beginners in English, for a short period of time by a member of the Language Support team. French/German language support will be provided by the classroom teacher through personalised learning. The language support program is used as a tool to enable students to access the language of instruction confidently and successfully. Decision to enroll a child in the support programme is taken by the classroom teacher in collaboration with the Language Support team.

IB STEAM programme

SISD's IB STEAM programme is an addition to the high-quality bilingual education already provided. This future-focused and integrated approach to learning will focus on a wider range of knowledge that is content specific. It will use Science, Technology, Engineering, Arts and Mathematics as access points for guiding student inquiry, dialogue and critical thinking. Through project-based learning, we build on the foundations of the PYP framework and will allow students wider breadth of knowledge into STEAM subjects through a trans-disciplinary approach.

Personal and group inquiries will encourage collaboration amongst learners, educators, the learning community, and families. There will be an emphasis on STEAM learning to encourage students to shape a better future for us and our planet. The program will ensure high academic standards with the same key indicators in each grade, as well as, IBPYP program of inquiry.

French/German additional languages lessons, as well as, Arabic will be taught from Prek-KG2. It is designed as a continuum across PreK to Grade 5 allowing students to build their knowledge and skills from personalised starting points. Students will have a dedicated STEAM education, at a scheduled time.

4.2.1 Subjects Learned

Early Years students learn through inquiry and purposeful play and are exposed to:

- Community time: Students are together as a whole class (registration, calendar, stories and introduction to new concepts).
- Adult led learning: Students will work on activities decided and allocated by the teacher, including explicit learning of foundational language, math and science skills.
- Continuous Provision: The purpose of continuous provision is to offer students a constant environment that is safe for them to explore whilst challenging their learning. It allows students the freedom to explore and become independent in making choices. It encourages students to be active learners and to take control of their own learning.
- Free flow: This allows students to independently choose to move between different environments (inside and outside). The benefits of free flow are teaching students greater independence, learn how to progress at their own pace and learn that their choices may have consequences. Offering students, the choice (especially the outdoors) enables them the opportunity to run around and build on their physical skills.

Language Arts:

Language is taught through the programme of inquiry. Language Arts consists of listening and speaking, viewing and presenting, and reading and writing. The learning objectives for these strands of Language are organized into 5 phases on a developmental continuum. We believe students can develop language skills by first listening, then speaking and so on in the order that the strands are listed above. We place greater emphasis on Reading and Writing at SISD.

Reading

Reading instruction allows for learning to read and reading to learn, it must progress reading accuracy, fluency and comprehension. Students learn to read through systematic phonics programmes, guided reading and reading for pleasure. In Early Years this includes dedicated phonics instruction, exploring books, listening to reading and shared reading. Students must have dedicated time to learning and develop phonological awareness in all languages and apply their knowledge through authentic contexts. Guided reading includes small groups of students with levelled texts working with an adult to develop reading behaviours. Students must have dedicated guided reading time in all languages.

Reading for pleasure is encouraged through personal choice, regular library visits and events. There is a combination of student and teacher selected reading material including online platforms and printed material. Reading to learn involves using texts for gathering and processing information and solving problems. In Early Years texts are selected to support inquiry into the trans-disciplinary theme, central idea and concepts; and may be related to personal and social development. Students learn through reading aloud and reflection, reading pictures, reading words, phrases and short texts.

Reading is assessed through observation of reading behaviours and evidence of running records of fluency, accuracy and comprehension. Once reading behaviours are established, teachers arrange a home reading programme including previewing the levelled reading sent home with the child, monitoring home reading progress and following up with comprehension before progressing the child to higher levels.

From KG1 each child is allocated a 'Reading Record' to allow parents and teachers to work in partnership, developing the child's reading skills at home and in school.

Mathematics

There are five strands in Mathematics: data handling, measurement, shape and space, pattern, function and problem solving, number. Project-based learning and problem solving are used for exploring units of inquiry mathematically. Approximately 50% of Mathematics is taught beside the programme of inquiry; particularly number and pattern and function. The remaining 50% is taught within the programme of inquiry through authentically integrated math projects.

Number

Students inquire into number during all units of inquiry. Our goal is for students to explore and master number skills and apply them through authentic problem-solving contexts. Students are provided with opportunities to explore number concepts during continuous provision, adult led and community time. Students develop an understanding of mathematical vocabulary and over time learn to confidently apply strategies for understanding the concept of number.

Personalised Learning in Math

Students are pre-assessed to find their starting point for each math concept. From their starting point students will work through the inquiry cycle to learn and explore personalised objectives and skills at an appropriate pace. Students are assessed summatively to monitor personal progress.

Science

The majority of Science is taught through the Programme of Inquiry.

Living Things	The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.
Earth and Space	The study of planet earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.
Materials and Matter	The study of the properties, behaviours and uses of materials, both natural and human made; the origins of human made materials and how they are manipulated to suit a purpose.
Forces and Energy	The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

Specialist subjects per week:

Bilingual

	PE	Library	Arabic
PreK	2	1	
KG1	2	1	2
KG2	2	1	2

IB STEAM

	PE	Library	Arabic
PreK	2	1	1
KG1	2	1	2
KG2	2	1	2

Arabic

Language learning is contextualized within the contexts of the Programme of Inquiry. Arabic skills include listening, speaking, reading, writing, viewing and presenting in Arabic.

Physical Education (PE)

PreK, KG1 and KG2 classes participate in two physical education classes per week. PreK has 2 regular PE classes per week and KG1 and KG2 have 6-week blocks where students have either regular PE or swimming.

UAE Moral Social and Cultural Studies

UAE Moral, Social and Cultural Studies enables students to contribute, as responsible citizens of the UAE, to the building of a cohesive society that is inclusive of all, while preserving and respecting the UAE heritage, culture and traditions. This programme is taught under the requirements of the UAE Ministry of Education and is 100% integrated into the programme of inquiry. Students inquire into concepts in UAE National Education and Social Studies for a minimum of one period a week.

4.3 Primary Years

The Primary Years at Swiss International Scientific School in Dubai encompasses Grades 1-5, ages 6 – 10. Students follow the IB Primary Years Programme (PYP), a framework that is learner-centred, inquiry driven, concept-based and transdisciplinary. Our approach provides multiple points of entry for students, giving them agency over their learning, ensuring a personalised programme. Learning through inquiry promotes personalised learning while building the cognitive, social, emotional and communication skills necessary for success in school and life. Inquiry capitalises on natural curiosity and makes learning authentic. Our learners are busy making meaning of their world in significant, relevant, engaging, and universal contexts.

View our [curriculum](#) for more information on the programme structure. Click [here](#) for more information on the PYP programme.

Bilingual IB Programmes

We offer two bilingual programmes: English/French and English/German. We define bilingualism as the regular use of two or more different languages in daily life. Therefore, a bilingual person can communicate, think and reflect in (at least) two different languages, even if one of the languages remains dominant. Bilingualism is designed to offer learners the chance to develop international mindedness, to broaden their skills and capabilities and to acquire the information needed to access other cultures.

In the Grade 1-5 bilingual programme there is a co-teaching model. There are two classroom teachers per class and two languages of instruction – English/French or English/German. Homeroom subjects are learned bilingually, and the language of instruction is personalised to the needs and language profiles of the students.

Through our translanguaging approach, language is used as the medium for everyday learning and learned within an authentic context. The aim of translanguaging is the development of two or more languages within the understanding of one language system, as well as the appropriate knowledge of the subject content and intercultural competence. Learners can access the language in a natural setting where the languages of instruction are regularly used all around them in a bilingual setting. The language input is age-appropriate, comprehensive and structurally rich. Language contact is also action and content-oriented. Assessments are carried out in both languages, through collaborative planning and reflection.

IB STEAM Programme

In our IB STEAM programme all homeroom subjects are learned in English. We offer a targeted STEAM programme that builds on the foundations of the IB PYP framework and will allow students wider breadth of knowledge into STEAM subjects through a trans-disciplinary approach. It is designed as a continuum across Pre-KG to Grade 5 allowing students to build their knowledge and skills from personalised starting points. Students will have 4 dedicated STEAM lessons, at a scheduled time. Student learning is focused on the design process, design thinking and enhancing computational thinking.

IB STEAM also offers the choice of learning either French or German as an additional language. During these lessons, the qualified additional language teacher communicates in the target language systematically, using an inquiry-driven approach while following a specific language acquisition curriculum. Learners build the communicative language skills and competencies they will use as global citizens. The school's unique international and multilingual environment provides students with authentic exposure to French and German, through regular daily contact with native speakers.

4.3.1 Subjects Learned

As an authorised IBPYP school, subjects are organised around the school's Programme of Inquiry, a trans-disciplinary programme which is concept based and inquiry driven. The school's curriculum and learning objectives are organised into a phased continuum aligned with age related expectations.

The following subjects are learned with the classroom teacher:

Language Arts

All teachers are language teachers. Classroom teachers are responsible for the language of instruction and learning of Language Arts. Language Arts consists of oral, visual and written language, including listening and speaking, viewing and presenting, and reading and writing. Approximately 90% of language is learned through the programme of inquiry and text types are mapped to support and complement the inquiry for each unit to ensure learning language, about language and through language. The Primary School implements a balanced approach to literacy which includes:

Writing Workshop and Mastery – inquiry into the writing process and dedicated time to learn, acquire and apply outcomes for composition of writing and creating effect as an author.

Literacy Workshops – including phonics and handwriting (in lower primary), guided reading and word study

Targeted Language Arts – explicit learning of language conventions such as spelling, grammar and conjugation

Shared Reading – dedicated time for learners and teachers to enjoy and learn from a text

Mathematics

There are five strands of Mathematics: data handling, shape and space, measurement, pattern and function and number. We use a variety of Math resources to support our curriculum including but not limited to Corome Mathematique, Numicon, White Rose Math and Schweizer Zahlenbuch. Math at SISD focuses on number as a concept that is continuously developed within all units of inquiry. Project-based learning and problem solving are used for mathematical context within the unit of inquiry. Approximately 50% of Mathematics is learned beside the programme of inquiry as stand alone.

Social Studies

There are five strands of Social Studies: human systems and economic activities; social organization and culture; continuity and change through time; human and natural environments; resources and the environment. Inquiry into Social Studies develops 5 skills: formulating and asking questions, using and analysing evidence, orientation of place and time; identifying roles, rights and responsibilities and assessing the accuracy, validity and possible bias of sources. 100% of Social Studies is learned through the programme of inquiry.

Science

There are four strands of Science: Living Things, Earth and Space, Forces and Energy and Materials and Matter. Inquiring into Science develops eight skills using the scientific process: observing carefully in order to gather data; using a variety of instruments and tools to measure data accurately; using scientific vocabulary to explain observations and experiences; identifying or generating a question or problem to be explored; planning and carrying out systematic investigations, manipulating variables as necessary; making and testing predictions; interpreting and evaluating data gathered in order to draw conclusions; considering scientific models and applications of these models (including their limitations). Approximately 90% of Science is learned through the programme of inquiry, with some grades having stand-alone Science.

MSC Studies

MSC Studies forms part of students' personal and social development and is built around four concepts- character and morality, the individual and the community, cultural studies and civic studies. This programme is learned under the requirements of the UAE Ministry of Education. It is 100% integrated into the programme of inquiry, the IB Learner Profile and our core value of Sustainability. Students inquire into concepts in MSC Studies for a minimum of two lessons a week.

Specialist subjects

The following subjects are learned with a specialist teacher.

Arabic

Arabic lessons are delivered in classical Arabic and based on the IBPYP and the Ministry of Education Frameworks. Arabic for mother tongue speakers is referred to as Arabic A. Arabic as an additional language is referred to as Arabic

B. Mother tongue speakers may receive between five or six lessons of Arabic A dependent on their grade level. There are four Arabic B lessons a week. Meanwhile, language learning is contextualized within the contexts of the programme of inquiry. Arabic skills include listening, speaking, reading, writing, viewing and presenting in Arabic. Student progress is tracked using the standards provided by the Ministry of Education.

The Arabic Department offers support classes for Arabic A and Arabic B to students who joined the school with no prior knowledge of Arabic (Arabic A/ B) or students who need extra support to achieve better results in one or more of the Arabic Language skills (Listening- Speaking- Reading- Writing).

Islamic Studies

Islamic Studies for mother tongue Arabic speakers who are also Muslim is referred to as Islamic Studies A and is taught in Arabic. Islamic Studies for non-Arabic speakers who are Muslims is referred to as Islamic Studies B and is taught in English. In keeping with the Ministry of Education expectations and curriculum, the following standards are taught: the Holy Qur'an and Hadeeth (Prophet's sayings), Islamic values and principles, Islamic law and etiquettes Seerah (Life of the Prophet) faith, identity, humanity and the universe. Islamic A and B studies use UAE Ministry of Education textbooks.

The Arts: Visual and Performing

Art, Music and Drama are taught in keeping with the Arts Scope and Sequence documents of the PYP. The skills include responding to art and creating art. Drama productions are held twice per year. Dance is included through PE. We showcase learning of the arts through exhibitions, extravaganzas, concerts and productions. Opportunities for developing and nurturing talent are provided regularly and systematically through Opportunity Hour, X Factor, lunch time concerts, Winter Market and Spring Fair.

Personal, Social, Physical Education

In keeping with our commitment to healthy living, students in Primary Years participate in two physical education classes per week. There are three strands taught in personal, social and physical education (PSPE): identity, active living and interactions. Physical Education (PE) addresses all the active living strands and is taught by a specialist PE teacher. The strands of identity and interactions are observed and developed by all teachers and reported on as part of the learner profile comment in report cards. Students are expected to attend all physical education classes unless we are provided with a written note that details a sound reason for release from a particular physical education activity, including swimming. Notes excusing students are accepted for up to three days and should include the nature of the illness/limitation. For illnesses which require exclusion for longer than three days, or for frequently occurring illnesses, a doctor's note is required. All PE clothing including swimming costumes must be clearly labelled with the child's name and grade. Three or more non-kit or non-material warnings in one semester will result in a lunchtime reflection. All students are required to wear the PE Uniform on days that they have PE, with appropriate footwear. Long hair should be tied up and jewellery should be removed.

French/German as Additional Language

Students in the IB STEAM programme will learn French or German as an additional language. There are 3 FAL/GAL standalone lessons a week plus 2 lessons of STEAM which are co-taught with the classroom teacher. The FAL/GAL curriculum follows the IBPYP framework and classroom programme of inquiry. It is enhanced using the continuum from the Common European Framework of Reference for Languages.

4.4 Secondary

Students in Secondary School follow the IB Middle Years Programme (MYP) from Grade 6-10 and either the IB Career-Related Programme or the IB Diploma Programme for Grades 11 and 12.

- **Middle Years Programme:** The International Baccalaureate Middle Years Programme is a holistic programme in that it requires students to develop depth of knowledge across a broad curriculum. The MYP is organised around three main principles: multilingualism, intercultural understanding and holistic learning. Our bilingual programmes extend through to the MYP, where students study certain disciplines in French or German and others in English. The bilingual students who take subjects in French or German as well as English are eligible for the award of the bilingual MYP Certificate on completion of the programme.
- **Swiss Baccalaureate:** In Grades 6, 7 and 8 students are to attend preparatory classes. These 3 years in our so-called hybrid classes (German-English bilingual, IB combined with Swiss Baccalaureate Curriculum) lay the foundation for a successful Swiss Baccalaureate education.
- **Diploma Programme:** The two-year IB DP allows students to develop an excellent breadth and depth of knowledge. The DP is a truly international programme developed in consultation and collaboration with educators from around the world. Our bilingual programmes extend through to the DP, where all students study English Language and Literature. In addition to this, we encourage those who have the relevant experience to study Language and Literature in French, German or Arabic, which results in the award of a bilingual diploma. For those who are not yet bilingual, our English language pathway will ensure that all students achieve a certain degree of bilingualism, through learning a second language, depending on the level at which they study.
- **Careers Programme :** The IBCP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement. The mix of career-related skills combined with the knowledge and skills obtained from studying DP courses allows students access to higher education institutions such as universities and colleges. The programme can also lead to apprenticeships or employment.
- Students study 3 DP subjects, either at SL or HL. We highly recommend that students take one language and mathematics for university application. The courses chosen should be relevant to the students' career-related studies.
- In addition to this, students will study the components of the CP core which are at the heart of the CP. The students develop a range of broad work-related competencies and develop flexible strategies for knowledge acquisition and enhancement in varied contexts. The CP core contextualizes the Diploma Programme courses and the career related study and draws all aspects of the framework together. The core is designed to develop many of the characteristics and attributes described in the IB learner profile. All components of the core are mandatory and include: personal & professional skills (PPS); service learning and language development. The reflective project is an in-depth body of work produced over an extended period and submitted in year 2 of the CP. The reflective project aims to give students the opportunity to produce an extended piece of work and engage in personal inquiry, action and reflection on a specific ethical dilemma. Students develop skills to present a structured and coherent argument and engage with local and/or global communities. At SISD we offer the Level 3 BTEC as part of the IBCP. Grade 12 students will complete the Level 3 Diploma, Grade 11 will start the Level 3 Extended Diploma.
- Find out more [about the CP.](#)

View our [curriculum](#) for more information on the Programme structure.

4.4.1 IB MYP, IBCP and IBDP Language Overview

This overview identifies which subjects are taught in which language in the respective strands of the MYP. In the IBCP and IBDP, the language depends on the choices made by the student.

Subject	English +	Bilingual French/English	Bilingual German/English*
Language & Literature	English	French English	German English
Language Acquisition	French/German/Spanish		French (optional)
Individuals and Societies	English	French	German (G6-8 only)
Sciences	English	French (G6-8 only)	English German (G6 only)
Maths	English	English	English
Arts & Design	English	English	English
Moral Education	English	English	English
UAE Social Studies	English	English	English
Arabic & Islamic Studies	Arabic/English	Arabic/English	Arabic/English
Physical & Health Ed.	English	English	English

*Please note that the G6 and G7 hybrid IB MYP/Swiss Bacc. classes are configured slightly differently

4.4.2 MYP Course overview

The following course descriptions refer to the IB Subject Briefs. More comprehensive information on each subject can be found [here](#).

Language & Literature

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities. MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains— listening, speaking, reading, writing, viewing and presenting—both independently and with others. MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component.

Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

Language Acquisition

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world. Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

- Is central to developing critical thinking and international mindedness
- Provides an intellectual framework to support personal development, cultural identity and conceptual understanding
- Greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- Equips students with the necessary multi-literacy skills and attitudes to communicate successfully in various global contexts.

MYP language acquisition is a compulsory component in every year of the MYP, except for bilingual SISD students who pursue courses of study in multiple languages in the MYP language and literature subject group. Teaching and learning in the language acquisition subject group is organized in six phases. The phases do not correspond to particular age groups or MYP years, but rather to the experience and level of the student as assessed on entry. To that end, Phase 1 would be for absolute beginners, phase 4 would equate to 4 years' worth of learning and Phase 5 or 6 would prepare a student for Language and Literature in the IB Diploma.

Arabic

Arabic A -

Arabic is the official language in the United Arab Emirates. It is the primary language of teaching in pre-university education. It reflects the UAE identity and society and preserves its cultural, intellectual and social fabric. Therefore, the Arabic A Curriculum is built and planned according to international standards, in a cumulative structure, taking into account that texts, themes, topics, and linguistic approaches target the linguistic skills that a 21st Century learner should possess to enable them to deal with the requirements and the challenges of the surrounding world. Critical thinking, problem solving, and functional language are among these skills. The Arabic A Language Curriculum covers six categories. Each category is based on Ministry standards that align horizontally and vertically and each standard has learning outcomes that need to be achieved.

Arabic A Curriculum Categories;

- Basics of Reading
- Reading of literary texts
- Reading of informative texts
- Writing
- Listening and Speaking
- Language (Grammar, Spelling, calligraphy, rhetoric, ect.)

All schools in the UAE are expected to apply this framework that constitutes the umbrella for learning Arabic as a First Language.

Arabic B -

The UAE Arabic B Framework represents an important step toward fulfilling the needs of learners of Arabic as an additional language. It is also consistent with UAE's National Agenda for 2021 with regards to the priority of improving the learning of Arabic language.

This framework focuses on enabling non-Arabic speakers who are learning Arabic to communicate in real life situations inside and outside school. This framework is based on the standards set by the American Council on the Teaching of Foreign Languages (ACTFL) and based on international principles and expectations applied in the teaching of foreign languages to non-native speakers. The framework is also adapted to meet the UAE's aspirations in the teaching and learning of Arabic in a manner that suits the learners' capabilities and their learning environment. All private schools that do not adopt the Ministry of Education curriculum are expected to apply this framework.

This framework illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing). It links the achievement of these levels to the number of years studying Arabic, regardless of the learner's current grade. This framework identifies three main fields for each level: general outcomes, language proficiency levels and performance indicators in each of the four language skills during the nine years of studying Arabic as an additional language.

The most distinguishing element of this framework is that it details the progress in language proficiency according to three key parameters: functions (to ask, inquire, narrate or describe), context and content (personal, social or general issues), and type and level of text (word, phrase, sentence or paragraph). Accordingly, this framework constitutes an umbrella for learning Arabic as an additional language in private schools in the UAE and is aligned with the Ministry of Education requirements.

Individuals and Societies

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments. The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty. The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group. At SISD, we offer Integrated Humanities in order to sustain access to Economics, Geography and History as well as other domains such as Sociology and Political Science.

Sciences

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities. At SISD, we offer Integrated Sciences in Grades 6-8, and students in Grade 9-10 are able to continue with Integrated Sciences, where they continue to develop their scientific knowledges and practices through a range of disciplines. Alternatively, students are able to specialise through discipline specific options of Biology, Chemistry and Physics.

Mathematics

The framework for MYP Mathematics outlines four branches of mathematical study. Number, Algebra, Geometry and trigonometry, Statistics and probability. The study of Mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP Mathematics and Extended Mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how Mathematics is useful and relevant to their lives and be encouraged to apply it to new situations. For MYP Mathematics, SISD offers two levels of challenge: standard and extended. Standard Mathematics aims to provide a sound knowledge of basic mathematical principles. Extended Mathematics supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study.

Arts

In MYP Arts, students function as artists as well as learners of the Arts. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning. Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey. Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich

personal identity and build awareness of the aesthetic in a real-world context. At SISD, we offer both Performing Arts (Music, Dance and Drama) as well as Visual Arts.

Physical and Health Education

MYP Physical and Health Education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, Physical and Health Education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle. Students engage in Physical and Health Education, they explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world. MYP students will engage in core sports lessons in Grades 9 and 10 even if they do not elect to continue with Physical and Health Education as a curriculum option.

Design

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP Design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of design. MYP Design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP Design, a solution can be a model, prototype, product or system independently created and developed by students. MYP Design enables students to develop not only practical skills but also strategies for creative and critical thinking.

MSC Studies

MSC Studies forms part of students' personal and social development and is built around four concepts- character and morality, the individual and the community, cultural studies and civic studies. This programme is learned under the requirements of the UAE Ministry of Education. It is 100% integrated into the programme of inquiry, the IB Learner Profile and our core value of Sustainability. Students inquire into concepts in MSC Studies for a minimum of one lesson a week.

4.4.3 DP Course Overview

Students study six courses – three at Higher Level (HL) and three at Standard Level (SL). Students must choose one subject from each of groups 1 to 5 – ensuring breadth of experience in languages, social studies, sciences and mathematics. The sixth subject may be an Arts subject chosen from group 6, or the student may choose another subject from the other groups.

Taught Subjects

- Language & Literature (English, French, German and Arabic)
- Language Acquisition: French, German, Arabic, French ab initio and Spanish ab initio
- History, Histoire, Business & Management, Global Politics, Economics, Psychology
- Biology, Chemistry, Physics, Design Technology, Environmental Systems and Societies
- Maths Applications and Maths Analysis
- Visual Arts, Theatre
- Islamic Studies (compulsory for Muslim Students)
- Theory of Knowledge

University Recognition

Universities and colleges benefit from recruiting and admitting students from IB programmes in a range of ways, with IB programmes developing the knowledge, skills and disposition students need to be successful throughout their university careers. IB DP students regularly enter top-tier institutions. In the US and Canada, the IB DP and Course Certificates are increasingly recognised, with many universities conferring credit or advanced placement of up to one year for them.

As a result of their time in the IB, students develop:

- time management skills and a strong sense of self-motivation
- a keen interest in civic engagement
- notable academic ability
- strong research and writing skills
- critical thinking abilities
- an international outlook.

Research suggests, for example, that IB students are more likely than their peers to complete their undergraduate degrees and pursue graduate work; and that they are more likely to be engaged in various aspects of university life.

According to the research, IB students are strong on:

- student leadership activities
- working with university faculty on research projects
- finding opportunities to study in other countries
- tutoring other students
- taking part in voluntary and community service
- completing internships.

5. Early Years Essentials

5.1 Communication

In Early Years we value close relations with parents that facilitate communication and we have an open-door policy. Parents are welcome to make an appointment to meet with management at any time. Parents are also invited to community sharing and other special events throughout the year. The school encourages parents and teachers to communicate with each other by telephone, note, email or conference at any time. Conferences with the Early Years Leadership and PYP Coordinator may be arranged by appointment.

Email

Our email address format is as follows: givenname.surname(at)sisd.ae. Please make an appointment to speak to the classroom teacher if needed and try to limit conversations during drop off to a minimum. Extended communication over email is not advised as a substitute for face-to-face or telephone communication.

Face to Face

Parents are always welcome to book appointments to discuss their child's progress with teachers. We also schedule regular events throughout the year, such as parent information sessions, pedagogical workshops and parent forums, to provide information to parents and address their questions. These include parent information sessions, open days and parent forums. Please refer to our Assessment Policy above for a schedule of when and how we report to parents.

Student portfolios

As an IBPYP school we have a responsibility to show evidence of student progress, learning and achievement. The student portfolio is a record of student involvement in learning, which is designed to demonstrate success, growth, higher order thinking, creativity, assessment strategies and reflection. At SISD we use Toddler as our platform for student portfolios. Teachers use a range of media and methods, this may include video, audio, photographic representations etc.

Parent Portal

SISD's secure Parent Portal allows you to keep up to date with general school information and messages, report cards, assessment reports, invoices and more. After clicking on the [link to the portal](#), you will be prompted to log in with a unique username and password

iParent App

The iParent app allows quick access to your child's class- and general school information. Navigate through the menus to view updates and notifications: App Dashboard, My Children, Comms, Information.

Class parents

A class parent facilitates communication between parents and the teacher, school administration and/ or the parent forum and supports the teacher with issues that may arise. This facilitation can take many different forms and can require anything from a minor volunteer commitment shared with other parents to a large responsibility. For parents interested in becoming a class parent, please contact your class teacher via email with a brief description of your interest and why you think you are suitable for this role. The teacher is responsible for the selection process and we recommend a parent only applies to become class parent for one given class. The responsibilities of a class parent vary from teacher to teacher and grade to grade. Below are some of the tasks a class parent may be asked to fulfil:

- Meet with the teacher to discuss the role he or she would like the class parent to play

- Collaborate with other class parents on a regular or occasional basis.
- Collect the names and phone numbers of all the parents in the class to create effective means of communication; many parents appreciate What's-App groups
- Maintain a positive social environment amongst parents; listening responsibly and channeling feedback
- Attend and/or organize activities for the students and parents in the class i.e. playdates, outings, volunteers
- Distribute helpful information about events i.e. reminder
- Contact parents to facilitate donations of supplies for the classroom and/or events
- Recruit other parents to help during events i.e. field trips, reading groups, projects. Meet with other class parents and/or the school's parent liaison on a regular or occasional basis as needed
- Attend meetings, if any, to support the school's room parent organization
- Manage perceptions on any social media groups to remain positive; including reporting unhelpful behaviours to management
- Collect donations for and purchase gifts for special occasions e.g. teacher appreciation week, leavers gift
- Act as a resource by fielding questions for parents
- Approach the Heads of Sections to suggest partnerships for the school or class from local businesses or other people beside the parents of kids in the class.

5.2 Schedule

7:30 – 8am

Students arrive at school and:

- Hang backpack outside the classroom
- Place water bottle inside the container
- Classroom Teacher will register the students

7:59am

UAE national anthem played across the school, all members of our community are expected to stop, stand and remain respectful of the anthem until it has finished.

8:00 – 8:55 am

All Early Years students have the same routine.

KG1 and KG2

In KG2 the language of instruction will be led according to the morning/afternoon and week A/B. For example, in week A students learn in French/German in the morning and English in the afternoon. In week B they will learn in English in the morning and French/German in the afternoon.

5.2.1 Continuous Provision

Continuous provision offers students a constant environment with various learning spaces that is safe for them to explore whilst challenging their learning. Students are actively involved in these learning spaces and are keen and enthusiastic learners who increasingly take responsibility for their own learning. Teachers have personalized learning, challenge and support in mind when planning for these areas. It allows children the freedom to explore and become independent in making choices and supports children in becoming active learners; it allows children to demonstrate this aspect and adults can closely observe this during their play.

Continuous provision enables adults to take children on a journey, the environment is key to supporting children on this journey. To help further children's development it is important for children to be able to return to explorations daily and to explore new ideas. Children are able to explore the environment and develop independence

Activities that might be used: Sand (dry or wet), Water, Small world play, Construction, Role-Play, Malleable materials, Paint. Teachers might also use this opportunity to work with small focused groups, doing phonics/math.

5.2.2 Community Time

Community Time might include some of the following: Calendar time, Days of the week, Months of the year, Counting, Songs, Rhymes, Sharing News, Schedule.

5.3 Library

The Early Years library is integral to the educational process. The aim of the library is to foster the love of reading and appreciation for books in a flexible, child oriented and user-friendly environment. The library will be visited by Pre- KG, KG1 and KG2 students where the librarian will conduct the lesson. Students will listen to a story, work on research, practice library skills, work on inquiry and check out material. The library will be open throughout the school day for students to visit including during play time.

Borrowing guidelines:

PreKG: 1 book will be taken from the library and kept in the classroom.

KG1 and KG2: Up to 3 books, will be sent home with your child starting in September.

Each student receives a library bag which will be used for taking books home. Library bags and books are expected to be back each week before the library lesson. Students are expected to take care of their books and return them each week in the same condition.

We do not charge a fine for overdue books, but students will be billed for a lost/damaged book. The cost of a lost/damaged book is a flat rate of AED150. Overdue notices will be sent out on a routine basis.

Students with an overdue book or books may not check out additional books until the overdue item/items are returned. Books may not be kept out over the summer holidays.

5.4 Bathroom Routine

In Early Years, we expect students from Pre-KG to be able to use the bathroom independently (nappies are not allowed). Students should be able to articulate the need to go to the bathroom (i.e. Stop playing and ask to go to the bathroom). Sometimes small children don't make it to the restroom in time and little accidents happen. All Early Years students will retain an extra set of clearly labeled uniform clothing (shirt, shorts, skirt, underwear, socks) in a Zip-lock bag. Please include a supply of wet wipes which we may ask you to replenish as needed.

5.5 Pre-KG relaxation time

Our Pre-KG students will have relaxation time during the school day. Some students might prefer to sleep while other students might prefer to do a quiet activity (sleeping is optional, and parents are requested to inform the teacher if they would like their child to sleep or not). Please send a Yoga mat and a pillow (labelled) in a bag to school. These items will be returned home every Thursday to be washed by parents.

5.6 Breaks, Snacks and Lunch

Outdoor play is an essential part of Early Years students. The act of play is a crucial component in the growth and development of the brain, body and intellect. Studies of how young people learn have proven that children especially, acquire knowledge experientially through play, experimentation, exploration and discovery. It is important to understand that many of the fundamental tasks that children must achieve such as, exploring, risk-

taking, fine and gross motor development and the absorption of vast amounts of basic knowledge, can be most effectively learned through outdoor play.

In Early Years students will have three outdoor play breaks during the day. One break in the morning, another at lunch time and another before home time. During each outdoor play break the students will use one of 4 playgrounds, each grade will play separately and will not be mixed with another grade.

Students have three scheduled breaks and a lunch. A healthy lunch box full of fresh food gives your child the energy to concentrate, learn and play all day. All Early Years students enjoy a 20-minute morning break with a snack as well as a mid-day break with lunch, including another 20-minute afternoon break with snack before home time. All snacks and lunches will be eaten in the classroom. Please ensure that your child has a balanced and healthy snack/lunch for the day. Sweets, cakes and chips will not be allowed. Please label all snack/lunch boxes and send a labelled reusable water bottle to school.

Keep it Simple

Choose foods that are simple and easy to eat. Some children might not want to spend time on fiddly packaging or don't like getting their hands sticky. Make sure that containers seal well but can be opened easily. Please pack snack and lunch separately so as to avoid confusion.

Keep it small and easy to handle

- Cut bread into thin slices.
- Cut sandwiches into quarters to make them easier to manage. Use less rather than more sandwich filling.
- Go for small fruits such as strawberries, blueberries and apricots.
- Cut larger fruits such as oranges, watermelon and melon into pieces that your child can eat easily.
- Keep apples whole because they tend to brown and won't look appetizing to children at lunch time.

Lunch

Should you choose Swiss Canonica School Catering services, Early Years students will have a tray delivered to their classrooms. Only lunch will be provided and parents have to send a morning snack to school and/or an afternoon snack if students take part in after school activities or child care. Please contact Ms. Katarina Suballyova katarina.suballyova@swisscanonica.com if you require any information. Learn more about nutrition at SISD [here](#).

Important note:

Sharing home packed lunches is discouraged. This is in support of improved monitoring of eating habits by all children. Parents are responsible for the freshness of the food provided for their children. We recommend to use ice- packs/isotherm bags to ensure the food remains cool. It is advised to pack healthy food that will provide children with energy during their school day. Absolutely no nuts or food containing nuts should be provided. Absolutely no pork products of any form should be present in lunchboxes and brought to school. no junk food, sweets, cookies (healthy cookies are allowed), chocolates, fizzy drinks and crisps in lunchboxes please. As parents, you have the obligation to impact positively on your children's diet. Food sent with the children will not be reheated or stored by the school. We expect food containers to be leak-proof and lunch bags to be cleaned daily and thoroughly to avoid the proliferation of bacteria.

5.7 Special Events

Sustainability is a core value of the Swiss International Scientific School and we strive to be leaders in sustainable practices. Please read our [Sustainable Guide for zero-waste](#) events before planning a school event.

Birthdays

Any birthday celebrations take place as follows:

- Parents inform the teacher of desired birthday celebration date at least **two days** in advance.
- Parents may bring healthy snacks for all students. Healthy snack ideas include: Fruits, homemade muffins, popcorn etc.
- Teachers, students and parents will assist with classroom clean-up before end of day dismissal.

Invitations to birthday parties can only be sent via school if all students in the class are invited. Please be aware that selective invitations can cause uncomfortable or awkward situations and/or hurt feelings. If you plan to invite only a few classmates, please do so off campus.

Fieldtrips

Throughout the year field trips are arranged to provide authentic learning experiences, linked to the unit of inquiry. They are considered part of the programme and participation is expected. Permission forms must be signed by a parent or guardian. The student will pay for all transportation, entrance fees and guided tours. Standards of dress and behaviour are the same on field trips as during a regular school day (school uniform) and students are expected to conduct themselves appropriately. On exception and with prior notice given to the teacher, a student may choose to remain in school rather than taking part in the trip. These are extraordinary situations. Students who are excused from the trip are expected to attend school and work will be provided by the class teacher. Similarly to fieldtrips, our students sometimes attend internal workshops on campus. Permission, fees, etc. will be required in line with external fieldtrips.

5.8 Tips

Before school starts

What Is separation anxiety?

Separation anxiety is the fear of being separated from a parent or other significant person in a child's life. It is very common in pre-school growth and development. The beginning of a school year is the number one cause of separation anxiety in pre-schoolers. Some children transition smoothly into school. Others have a tough time in the beginning and display symptoms that vary.

One child may react by crying, another by yelling, another by displaying defiance and yet in others extreme quietness.

In all cases, it is based on the child in others extreme qualities of this new situation. We know this can be a difficult time for the child and the parent. There are many things you can do to help your child with the transition to preschool before, during and after school begins!

We are here to work with you, as a team, to help your child transition as smoothly as possible into school.

With that end in mind, we give you the following tips.

Tip 1: Read Stories

There are many books available that will help you and your child talk about school! Some of our suggestions are:

- Don't Go by Jane Breskin Zalban
- My First Day At Nursery School by Becky Edwards
- First Day Jitters by Julie Danneberg
- I Love you All Day Long by Francesca Rusackas
- The Kissing Hand by Audrey Penn

Tip 2: Send a family photo

Bring a small, family photo to school on the first day and hang it by your child's school bag! Your child can see their

family whenever they need to during the day!

Tip 3: Choose a drop-off routine

Let your child know in advance what to expect and what will happen when they arrive at school. Doing this before you get to school will help your child feel secure when they arrive.

Example: “When we get to school, we’ll find your nametag and put your school bag in the right place and then we will use the bathroom. We can read a story or do a puzzle together. After that, I will leave, and you will stay at school with your friends and teachers. I will come back to pick you up after Story Time.”

First day of school

Follow through with your plan

It is important for you to be consistent with your routine when dropping your child off. Follow through with the plan you have decided on. Once you have read one story or completed one puzzle, it is time for you to say goodbye and leave—not time to read a second story or start a second puzzle.

If your child is having a tough time with this, let us know you are ready to leave. We will help you say goodbye and redirect your child to an activity!

“Read” the daily schedule

You may find it helpful to read our daily schedule with your child. It will be emailed to you before school starts. Showing your child what will happen during the day and pointing out when you will return to pick up will be comforting. We will also review this with the children in the morning.

Stay Calm and don’t apologize

When a child is crying, many times as parents, we apologize for leaving. Doing this unintentionally gives your child the idea you are not comfortable with them staying at school.

Rather than saying, “I’m sorry. Mommy has to leave now.” Try “It’s time for me to leave now. Have a fun day! I will see you after Story time!”.

Say goodbye to your child and... ready? LEAVE!

This is the most important step to a successful drop off. Notice there are 2 steps in this tip. Let’s look at both!

Step 1: Say Goodbye: It sometimes seems easiest and best to quietly leave the classroom when your child is busy playing and skip the goodbyes. We know from experience that this is not the best choice! Your child is happy and focused and confident that you are nearby. When he or she realizes you are gone, panic can set in. Remember, separation anxiety is the fear of being separated from you. To your child, you didn’t leave, you disappeared. This begins the anxiety all over! Please say goodbye.

Step 2: Once you say goodbye, you need to LEAVE! Do not drag out the goodbye. If you are not going to leave right away, do not say goodbye. But, once you say goodbye, leave promptly, with a smile on your lips!

Help us to help you!

If your child is having a difficult time of leaving you, let us know. Hand your child to us. Handing your child TO us (rather than us “taking” your child FROM you) tells the child that you trust us and it is okay to come to us while still missing you. We know this can be difficult for you as well as your child. But, don’t Worry! We have a 10-minute rule! We do not want your child to be upset any more than you do. We want school to be a positive experience! We have a 10-minute rule: If your child is still upset after 10 minutes, we will call you and try again or set up a new plan to help your child ease into school!

Tips for pick-up time

Be on time Your child tells time by the activities of the day, not by a clock. If you are not there when other children are being picked up, your child worries. If you are running late, please call us so we can let your child know.

Be focused

Be prepared to give 100% focused to your child at pick-up. They've had an exciting day and want to share with you. This is a great time for you to look at something your child created, meet one of their new friends and to reinforce that you picked them up when you said you would! Please turn off your cell phones before picking your child up!

Final thoughts

Separation anxiety can return even after it seems to be gone for good. It might return after a long weekend, a vacation, absence for an illness or a school break.

If this happens, following the previous steps will help your child through it once again. This time, it will be easier because trust has been built between your child and us.

If you have concerns about your child's separation anxiety, let's talk! We can set up a time to talk on the telephone or to meet at school while another staff member plays with your child. We are here to team with you to help your child transition smoothly!

5.9 Helpful reminders

- For safety reasons, please do not allow your child to bring any toys, jewelry or candy to school.
- Toys can easily become broken, lost, or stolen. Teachers will not be responsible for toys brought to school.
- Encourage your child to eat breakfast every day before school.
Make sure your child gets 8-10 or more hours of sleep each night.
- Always send your child to school well hydrated, with a refillable water bottle. Sneakers or tennis shoes are preferred for active participation and safety.
- Encourage good handwashing; before and after meals, after toileting, etc.
- Please inform the school if your child has any allergies. Any food brought in for sharing must be free of nuts/nut products.

6. Primary School Essentials

6.1 Communication

The school encourages parents and teachers to communicate with each other by telephone, note, email or conference at any time. Conferences with the teacher, Primary Years PYP Coordinator/ Deputy Heads, Head of Primary Years may be arranged by appointment. Please first contact the class teacher, then the appropriate coordinator and so on, as needed. Parents are invited to community sharing and other special engagements throughout the year.

Parents are required to maintain a mutual respect when communicating with all members of the SISD community- this includes students, teachers, administration staff, security and other parents. This level of respect will be expected through all means of communication: email, text message,

WhatsApp, face- to-face, social media etc.

The school maintains close relations with parents which facilitates communication and cooperation. Keeping abreast of regular school communication is essential and parents are requested to actively read communication via:

- Student Toddle Portfolios
- Newsletters
- School Website/Parent Portal
- Class Parent
- Parent Forum Committee

Student portfolios

Toddle gives learners creative tools to capture and reflect on their learning - in real time. Then this work is shared with parents creating a window into each of their child's learning process and achievements. Toddle is used as a tool to reflect and grow across all areas of our curriculum. Parents should download Toddle's Family App for iOS or Android to view their child's learning artefacts. When a child adds new work, parents will receive a notification to see, hear and respond to learning item. The Toddle portfolio builds over time and follows the student's career at SISD. Students and parents use conference time to formally reflect with their portfolio and progress across the year.

Parent Portal

SISD's secure Parent Portal allows you to keep up to date with general school information and messages, report cards, assessment reports, invoices and more. After clicking on the [link to the portal](#), you will be prompted to log in with a unique username and password.

iParent App

The iParent app allows quick access to your child's class- and general school information. Navigate through the menus to view updates and notifications: App Dashboard, My Children, Comms, Information.

Parent relations

Contact the Deputy Head of Primary School for other queries not addressed by the homeroom teacher(s) or Grade Coordinator.

Classroom Communication Coordinators

A class parent facilitates communication between parents and the teacher, school administration and/or the parent forum and supports the teacher in needs that may arise. This facilitation can take many different forms and can require anything from a minor volunteer commitment shared with other parents to a large responsibility.

If a parent is interested in becoming a class parent, he/she should contact the class teacher via email with a brief description of their interest and why they think they should be selected. It is recommended that one person is the class parent for only one class in a given academic year. Teachers select a class parent. The responsibilities of a class parent vary from school to school, from teacher to teacher and grade to grade.

See the below table for some of the things a class parent may be asked to do:

- Meet with the teacher to discuss the role he or she would like the room parent to play COLLABORATE with other room parents on a regular or occasional basis.
- Collect the names and phone numbers of all the parents in the class to create effective means of communication;
many parents appreciate What's-App groups
- Maintain a positive social environment amongst parents; listening responsibly and channelling feedback
- Attend and/or organize activities for the students and parents in the class i.e. playdates, outings, volunteers
- Distribute helpful information about events i.e. reminder
- Call or email parents to facilitate donations of supplies for the classroom and/or events i.e., reused materials
- Recruit other parents to help during events i.e. field trips, reading groups, projects Meet with other room parents and/or the school's parent liaison on a regular or occasional basis as needed
- Attend meetings, if any, to support the school's room parent organization
- Manage perceptions on any social media groups to remain positive; including reporting unhelpful behaviours to management
- Collect donations for and purchase gifts for special occasions e.g. teacher appreciation week, leavers gift
- Act as a resource by fielding questions for parents
- Approach the Heads of Sections to suggest partnerships for the school or class from local businesses or other people beside the parents of kids in the class.

6.2 Schedule

The Grade 1 -4 bilingual pathways operate through a co-teaching model. Students learn through both languages of instruction for homeroom subjects to enable a trans-languaging approach. Language Arts will operate on a Week A/B rotation, this rotation is flexible to allow for a personalised approach meeting the linguistic, social and academic needs of individual students. The Grade 5 bilingual stream works on a Week A/B rotation. Students learn through French or German in one week and English in the next. The system works on a full week basis to enable full immersion in that language. This cycle is repeated throughout the academic year. Alternatively, IB STEAM students will learn through English only and receive French or German language lessons from our language department.

6.3 Home Learning

Home learning is viewed as an opportunity to connect inquiry in the classroom to life at home, enabling learners to **consolidate what has already been learned** and/or allow a flipped approach. Home learning is designed to be personalized, targeted and meaningful, where quality is valued over quantity. Class work or extension of inquiry can be set as homework as needed. Home learning materials and expectations are shared and communicated with students **both in class and using digital platforms**.

Roles and Responsibilities

Teachers	Students	Parents
<ul style="list-style-type: none"> ✓ Ensure homework is personalised, tailored to individual needs and not the same task for all students ✓ Communicate and share homework materials every Tuesday, focusing on quality over quantity ✓ Track homework submissions and follow up with students who have not completed their tasks ✓ Offer make-up opportunities for students ✓ Acknowledge all homework through marking or comments and celebrate extraordinary efforts 	<ul style="list-style-type: none"> ✓ Submit and hand in homework on a Monday ✓ Organise, label and care for their homework book ✓ Complete tasks independently ✓ Approach the teacher(s) with any questions or concerns 	<ul style="list-style-type: none"> ✓ Provide a dedicated routine within a calm, quiet space, and time to do homework tasks ✓ Report to the classroom teacher if the student is struggling or unable to complete homework independently

Home Learning Outline:

All homework is given to students on a Tuesday and submitted to teachers on a Monday. In bilingual classes, reading and word study homework is given in both languages each week.

Lower Primary: Grade 1 and 2

Format	Mandatory	Optional
Link to lower primary homework template Posted onto Toddle 360 every Tuesday Shared and discussed with students	Reading and word study: <ul style="list-style-type: none"> ✓ Minimum of 2 reading books sent each week ✓ Recorded in student reading record books ✓ Personalised tricky words written in record book Math: <ul style="list-style-type: none"> ✓ 1 personalised math written task per week ✓ Completed in homework book 	Digital Platforms: <ul style="list-style-type: none"> ✓ Spell Shed ✓ Math Shed ✓ Anton/Class Numerique ✓ Books assigned on Literacy Planet

Upper Primary: Grade 3-5

Format	Mandatory	Optional
Link to upper primary homework template Posted onto Toddle 360 every Tuesday Shared and discussed with students	Reading: <ul style="list-style-type: none"> ✓ Book with weekly comprehension task complete in homework journal ✓ Recorded in student reading record books Word Study: <ul style="list-style-type: none"> ✓ 1 personalised spelling task per week ✓ Completed in homework journal Math: <ul style="list-style-type: none"> ✓ 1 personalised math task per week ✓ Completed in homework journal 	Project Based Matrix: posted onto Toddle <ul style="list-style-type: none"> ✓ Personal inquiries ✓ Extension tasks Digital Platforms: <ul style="list-style-type: none"> ✓ Spell Shed ✓ Math Shed ✓ Anton/Class Numerique ✓ Books assigned on Literacy Planet

Students taking Arabic A are expected to complete:

- Reading aloud twice per week
- Spelling: once per week

- Grammar practice: When needed (not more than once per week)
- Reading comprehension: once each 3 weeks (Additional External resources)
- Writing: once per week (Except when Reading comprehension task is assigned)

Grade	Time	Focus
1	10mn	Reading aloud practice, spelling practice, Grammar practice
2-3	15mn	Reading aloud practice, spelling practice, Grammar practice, reading comprehension, writing
4-5	20mn	Reading aloud practice, spelling practice, grammar practice, reading comprehension, writing

6.4 Library

Students visit the Library with their class to enhance their reading skills and love of reading. They may listen to and discuss stories, work on research, practice library skills, work on inquiry and check out materials.

The SISD library is a student-oriented library encouraging and inspiring children to read and use books for research, inquiry, and recreation.

Although we support parents encouraging children to read at home, the library is solely for student use. Students have access to the library outside of library lessons during break and lunch time.

Our check out policy is that a book may be checked out for a maximum of two weeks.

If a student has not finished reading a book after two weeks, it can be renewed; however, the student must bring the book in to be renewed during the library session. Students may check out books only during their scheduled class visit. The library is open during recess, lunch and after school.

The library primarily supports student's book choices pertaining to their interests; however, we also aim to expose them to different genres, formats and multiple perspectives, which will extend their learning globally. The students choose books with the librarian and teacher's guidance, using the five-finger rule:

Open to a page in the middle of the book and read one whole page. Make a fist and for each word you come to that you do not know, hold up a finger:

0-1 Fingers: Easy

2-3 Fingers: Just

Right 4-5 Fingers:

Difficult

We do not charge a fine for overdue books, but students will be billed for a lost/damaged book. The cost of a lost/damaged book is a flat rate of **150 AED**. Overdue notices will be sent out on a routine basis. Students with an overdue book or books may not check out additional books until the overdue item/items are returned. Books may not be kept out over the summer holidays. Visits to the libraries and access to the library materials is limited at the end of the year for inventory: a standard practice in school libraries. Processing new books, cataloguing, shelving and interfiling, and restocking our spaces requires limited access to the library at the beginning and end of the year.

6.5 Break times

Students have one scheduled break and a lunch time. All students are expected to abide by the canteen and playground agreements and play safely and fairly and to be respectful of each other and of the equipment.

Students are encouraged to eat a snack during the first break and to eat their lunch meal during lunchtime. All grades have an opportunity to eat lunch in the canteen where they have a chance to socialise with their peers. They also have dedicated play time as well, during the lunch break. All break and eating times are fully supervised by our staff.

The guidelines below aim to provide guidance for parents whose children bring their own food. Parents will have the option to sign up for catering facilities with our selected provider, Swiss Canonica, or to provide lunchboxes for their children. We would like to draw parents' attention to the following: Sharing home-packed lunches is not allowed. This is to ensure no child is exposed to a food type they may be allergic too. Parents are responsible for the freshness and nutritional value of the food provided for their children. We recommend to use ice- packs/isotherm bags to ensure the food remains cool. It is advised to pack healthy food that will provide children with energy during their school day. The following items are forbidden:

- Nuts
- Any food containing nuts
- Pork products of any form
- Junk food
- Chocolates
- Cookies
- Fizzy Drinks
- Sweets
- Crisps

Food sent with the children will not be reheated or stored by the school. We expect food containers to be leak-proof and lunch bags to be cleaned daily and thoroughly to avoid the proliferation of bacteria. The school should be made aware by the parents of any food allergy that their children may have. Containers sent to school should be clearly labelled with the child's full name, grade and section. Please minimize single-use plastic containers by sending refillable water bottles rather than plastic ones and contribute towards the reduction in use of packaging.

6.6 Special Events

Sustainability is a core value of the Swiss International Scientific School, and we strive to be leaders in sustainable practices. Please read our [Sustainable Guide for zero-waste](#) events before planning your school event.

Birthdays

The following guidelines should be adhered to with regards to birthday parties:

- Parents inform the teacher of desired birthday celebration date at least two days in advance
- Parents may bring healthy snacks for all students. Healthy snack ideas include: Fruits, homemade muffins, popcorn etc and should be provided by Swiss Canonica
- Celebrations will only happen during the most convenient session of the day, where there is minimal disruption to learning
- Invitations to birthday parties can only be sent via school if all students in the class are invited. Please be aware that selective invitations can cause uncomfortable or awkward situations and/or hurt feelings. If you plan to invite only a few classmates, please do so off campus.

Field Trips

Throughout the year field trips are arranged to provide authentic learning experiences that complement the unit of inquiry. They are considered part of the programme and participation is expected. Permission forms must be signed by a parent or guardian. The student will pay for all transportation, entrance fees and guided tours. Standards of dress and behaviour are the same on field trips as during a regular school day (school uniform) and students are expected to conduct themselves appropriately. On exception and with prior notice given to the teacher, a student may choose to remain in school rather than taking part in the trip. These are extraordinary situations. Students who are excused from the trip are expected to attend school and work will be provided by the class teacher. Similarly, to fieldtrips, our students sometimes attend internal workshops on campus. Permission, fees, etc. will be required in line with external fieldtrips.

6.6 Electronic Devices

BYOD Devices: Students in Grade 3 – 5 can enroll an iPad into our BYOD programme. All devices must be set up by our IT department with a Mobile Device Manager. Once the device is enrolled, the device remains the student's responsibility. Parents are required to discuss and sign the acceptable use policy for their children using either the devices supplied by the school or BYOD devices.

*GPS/WiFi/Smart watches are not considered appropriate learning resources and are therefore not allowed at SISD.

Mobile Phones

Mobile phones are not considered appropriate learning resources and are therefore not allowed in class. Families who decide to provide their child with a mobile phone (for emergencies etc.) must adhere to the following:

- Mobile phones use will only be permitted in rare emergencies with the approval of and under supervision of a teacher.
- Mobile phones must be switched off at all times and stored safely by the student in bags, in lockers.
- Students who fail to follow the above in the first instance will hand in their phone to the Deputy Head of Primary School until the end of the day.
- Students who fail to follow the above in the second instance will hand their phone to the Deputy Head of Primary School where it will remain until a parent comes to collect it.

6.7 Mother Tongue Programme

Learners in Grade 1-5 who are not required to attend Islamic Studies can choose to use that time to develop their mother tongue, if other than French, German, English or Arabic.

An external provider offers 2 sessions of 40mn/week of Italian, Spanish and Russian mother tongue lessons.

To learn more about the organisation and cost of the programme, contact [Pomegranate Institute](#) +971 45689 622

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7. Secondary School Essentials

7.1 Communication

Secondary parents are asked to encourage their children to communicate effectively, and directly with their teachers with regards to any questions or concerns the student may have. This helps to develop the students' communication skills, encourage student ownership and foster positive teacher - student relationships.

In instances where a parent has an urgent question or concern for a specific teacher, they should first contact the teacher, then the appropriate subject coordinator. Meetings can be arranged by appointment.

Parents are expected to maintain a respectful tone and demeanour when communicating with all members of the SISD community; this includes students, teachers, administrators, security, support staff, facilities crew and other parents. This level of respect is expected through all means of communication.

We also encourage parents to maintain a line of communication with their children's teachers and the school in general to ensure consistent messages and optimal student performance. There are a variety of sources of information and communication pathways parents can utilize to keep up to date:

- iSAMS parent application
- SISD Parent Portal
- Homeroom parent contacts
- Parent Forum Committee representatives
- Managebac
- Student planners
- Midterm and semester reports
- Parent-teacher-student conferences

Grade Communication Coordinators

A Grade Communication Coordinator (GCC) facilitates communication between parents and the Grade Level Coordinator (GLC) and school administration and/or the parent forum and supports the GLC in needs that may arise. This facilitation can take many different forms and can require anything from a minor volunteer commitment shared with other parents to a large responsibility. If a parent is interested in becoming a GCC, he/she should contact the GLC via email with a brief description of their interest and why they think they should be selected. It is recommended that one person is the GCC parent for only one grade in a given academic year (grade 6 will have one per homeroom).

The responsibilities of a GCC vary from school to school, from teacher to teacher and grade to grade. Below is a list of the roles a GCC parent may undertake throughout the year;

- Meet with the GLC to discuss the role he or she would like the parent to play
- Liaise with the Grade Coordinator and the pastoral leadership team to suggest and support school initiatives.
- Collaborating with other GCC parents on a regular or occasional basis.
- Maintaining a positive social environment amongst parents; listening responsibly and channeling feedback to the Homeroom teacher
- Attend and/or organize activities for the students and parents in the class.
- Distribute helpful information about events i.e. reminders
- Recruit other parents to help during events i.e. field trips, reading groups, projects
- Meet with other GCC parents and/or the school's parent liaison on a regular or occasional basis as needed
- Attend meetings, if any, to support the school's Homeroom parent organization

- Manage perceptions on any social media groups to remain positive; including reporting unhelpful behaviours to Secondary Leadership
- Call or email parents to facilitate donations of supplies for the classroom and/or events i.e., reused materials
- Act as a resource by fielding questions for parents
- Approach the Homeroom teacher to suggest partnerships for the school or class from local businesses or other people beside the parents of students in the class.

The Secondary School operates a 10-day schedule, which means that for timetable purposes, weeks A & B are the same as for the Primary School and marked accordingly on the calendar. If a parent needs to collect their child during the school day they must e-mail the secondary school assistant and relevant Grade Coordinator. They, or a registered designee, must present themselves to security and inform the secondary school reception. For safety and security reasons, students are not permitted to leave campus independently. Before leaving, students are required to obtain a signed permission slip in the secondary office. Without this slip, security will not allow the student to leave.

7.2 Home Learning

Home Learning is recorded by students in their student planner. Teachers only set work that contributes to learning and do not always have to set the maximum allowance. In the event of an excused absence, it remains the student's responsibility to contact their teacher(s) or classmates and complete the Home Learning on time. Parents are asked not to help undertake Home Learning, but rather to provide the conditions that will ensure that it is completed in an appropriate environment conducive to quiet study. Students in Grades 6 to 8 receive one home learning task up to 30min per subject per cycle (2 weeks). In grades 9 and 10 students receive home learning tasks once a cycle in each subject of 40min and in DP the home learning tasks are expected to be considerably more than MYP and are at the discretion of the subject teacher (expectations vary throughout the 2 years depending on deadlines and tasks required ie internal assessments, extended essays, etc)

If students are finding their Home Learning too difficult or challenging, the following steps should be taken:

- The student addresses the matter with the subject teacher concerned – prior to the submission deadline.
- If parents notice that a student is experiencing regular difficulties, they are asked to engage with the homeroom teacher to express their concerns and define with the teacher a way forward
- Other issues should be discussed either immediately or at the various conferences, depending on urgency.

7.3 Library

The Secondary Library is open during school days from 7:45 to 17:00. Students may use the Library for reading or working during break times. During lessons, they may come alone or in a group with their teacher's permission with a Library Pass. Teachers may bring their whole class for research, lecture or reading. There are five small study rooms; each can accommodate five students. Students waiting for siblings to finish ASAs are to wait in the Library until the ASA is finished, prior to leaving the campus.

Each student may check out two books at a time for a period of two weeks. For specific individual projects the students may sign out additional books. After two weeks the students may request a renewal from the librarian. At

the end of the year, lost books have to be paid for (AED 150 per book as fixed price) or replaced with the exact title in new condition.

7.4 Technology

Teaching and Learning increasingly benefits from access to certain devices and systems. SISD welcomes electronic devices in the context of a framework that promotes thoughtful and productive use.

7.4.1 Laptops

We require all students from Grade 6 upwards to be equipped with a laptop. The larger screen and keyboard allow students fully to meet study and organizational requirements. Students should ensure that laptops are fully charged each evening, and frequently shut down to allow regular updates. Students should bring their laptop charger with them to school on a daily basis should they need to charge their device.

Most resources are cloud based and require only internet access with the ability to download and edit documents such as PowerPoint/ Slides, Word/Pages and PDFs. SISD utilises the Microsoft 365 package which students can download using their student log in detail. We recommend that the laptop chosen should have the following minimum requirements in order to be able to access the full range of resources:

Operating system – Windows 8 and above (not starter, basic or home) or MAC OS 10 and above

WiFi accessibility – WiFi is available around the school and there will be no access to Ethernet

Processor – Intel Core TM13/i5 or above

Minimum 11-inch screen

Minimum 3-4 hours battery life with WiFi on

Any other programmes needed for specialist activities such as video editing, programming or design will be provided within the school's facilities, at the required lesson time.

7.4.2 Mobile phones

Students are required to turn mobile phones off and leave them in lockers during the school day. Students may use their mobile phone before arrival at school or after 15:30. Mobile phones are not permitted on school organised trips.

- Students who fail to follow the above in the first instance will hand in their phone to the Deputy Head of Secondary (Pastoral) until the end of the day.
- Students who fail to follow the above in the second instance will hand their phone to the Deputy Head of Secondary (Pastoral) where it will remain until their parent or the Head of Boarding is able to collect it.

7.4.3 Tablets

The school will provide tablets for learning activities when necessary. Students may bring their own tablets but are not obliged to use these – for example, if paid apps are required. These will rather be installed on school devices.

7.4.4 Headphones

All students should ensure they have access to an inexpensive pair of headphones for all lessons

7.5.6 Other Devices

GPS/WiFi/Smart watches are not considered appropriate learning devices and are therefore not allowed at SISD. The school reserves the right to require students to leave other devices at home if it is deemed that their presence or use is undermining the learning process.

The following expectations apply to students:

- No electronic devices are to be used in the dining or recreation areas during break and lunch time . Tablets and laptops may only be used between 08:10 and 15:30 for educational purposes and with the explicit permission of a teacher.
- Students are expected to take good care of their devices and store them in their lockers as appropriate. The school does not take responsibility for any loss, damage or theft of electronic devices that students may bring to school.
- Students may not photograph or video staff, students or visitors to the campus without explicit permission from a teacher.
- On any trips, devices may only be used with the explicit permission of the accompanying school leader.

If these expectations are not met, the device will be handed in to the Deputy Head of Secondary (Pastoral). The student will need to ask for the return of the device in person at the end of the school day. If this recurs, the device will only be returned in person to parents.

7.5 Mother Tongue Programme

Learners in Grade 6-10 who are not required to attend Islamic Studies can choose to use that time to develop their mother tongue, if other than French, German, English or Arabic.

An external provider offers at extra cost 2 sessions of 40 min/week of Italian, Spanish and Russian mother tongue lessons. Mandarin available upon request.

To learn more, contact [Pomegranate : hr@pomegranateinstitute.com](mailto:hr@pomegranateinstitute.com)

8. Information on class placement

We believe strongly in the importance of well-balanced, mixed groups, where appropriate. We want children to work within a diverse group so that all benefit from the international make-up of all backgrounds, talent and learning styles that make SISD a special place. It is important that each class is representative of the whole grade level and aspires to the same academic standards.

To create the optimal class environment, we take into consideration the social, emotional, physical and academic needs of each child. This includes but is not limited to gender, nationality, date of joining SISD, level of language fluency, social relationships, emotional and physical needs, academic levels, learning styles, and past experiences. Our overriding value is to create balanced groups of students who will work well together. We are therefore not able to entertain requests for placements with specific teachers. You can be confident that all the teachers on any grade level work and plan together and provide high quality learning opportunities and experiences for students.

9. After-school activities & After-school care

We offer a variety of internal (free and offered by our teachers) and external after-school activities (by professional external providers) for students who choose to participate.

ASAs provide the opportunity for students to learn new skills and socialize in a fun atmosphere. We strive to provide activities offering enrichment in sporting, technological, relaxation, creative and academic pursuits.

To learn more about our after-school activities, visit our [website](#), and download the [ASA Handbook](#).

Parent Essentials

10.1 School Bus

SISD is committed to providing our students with a safe and reliable school transportation service. Accordingly, we have sourced specialist independent transportation company Maverick Passenger Transport LLC to supply a new fleet of RTA-approved school buses with specially trained drivers and bus assistants. We would like to ensure that your children have a positive school bus experience by looking after their safety as well as their wellbeing. We therefore aim to limit the one-way travel time to an hour, but unfortunately cannot always guarantee due to traffic situation and depending on your location of residency. To learn more about Bus routes click [here](#).

Parents wishing to use the school bus service must return the completed registration form available [here](#).

Students who use the school bus either regularly or as a guest at any time on special occasions must observe the Bus Rules and regulations available [here](#).

For more information, contact Ms. Lizette Acuna transportsisd@maverickrental.com

10.2 Uniforms

Students are always expected to wear the SISD uniform on campus to represent the school's core value of togetherness and excellence. School uniform is also to be worn when representing SISD off campus – for example, when attending sports fixtures or participating in field trips. SISD uniform are ready for pick-up at Zaks Uniform Store in Jumeriah Beach Road. Zaks will also sell the uniform on-site during the first week of the beginning of the school year.

[Click here](#) for Uniform Guidelines for Early Years, Primary and Secondary School.

[Click here](#) for the Uniforms Price List.

[Click here](#) to view our uniforms.

Please note that for Grade 11 and 12, optional business attire may be worn instead of uniform. The dress code for Grade 11 and 12 is [here](#).

10.3 Canteen

At SISD, we support healthy eating habits and pride ourselves on working with parents and students to create the best possible conditions for learning and development. Our team of chefs are dedicated to sourcing the finest ingredients with as much local and organic provenance as is practical. These ingredients are then crafted into dishes that are nutritionally balanced, taste good and are presented to the students with great care. Not only does this help them avoid health problems, it gives them a strong basis for emotional balance and directly enhances their performance in and out of the classroom.

To sign-up for the SISD Canteen Programme please follow this link: [Swiss Canonica SISD](#)

Contact: SwissCanonica@sisd.ae

10.4 Health

The school should always have current details of your address, email, telephone and mobile numbers. The accuracy of this information is vital in case of an emergency. We also request a phone number of a family friend or close relative we can call if we cannot reach the parents. Please keep us informed whenever there is a change of your contact details.

10.4.1 Supervision of students

A parent or a responsible adult must actively supervise students on school campus outside regular school hours. Students are expected to follow school rules even after school hours and on weekends and with an adult supervision at all times.

10.4.2 SISD Clinic Team

There are two dedicated medical rooms in the school. One in the primary building and a school clinic located in the sports building. Additionally, there are always three registered nurses on site every school day between 7:45am to the end of the school day. Furthermore, a fulltime resident doctor has joined the team as the medical director. The Clinic team is responsible for providing first aid and emergency care for school-related injuries, running health screenings for select student groups; assessing and managing chronic and acute illnesses; intervening with current and potential health problems and promoting health and safety.

The Healthcare team is available to parents as needed with regards to health concerns of the students, by telephone or email. If a student has special health needs (medication, chronic illness or condition, allergies, or requires special procedure or intervention), the parent is encouraged to schedule a time to meet with the school nurse to arrange for these needs to be taken care of during the student's school day. All medications and treatments require clear written instructions by a physician, as needed, and a parent/guardian's signature.

Our Clinic Team is available to consult with parents as needed at:

- For medical or health inquiries **not** related to COVID-19, kindly reach them at clinic@sisd.ae
- For inquiries related to COVID-19, please email the clinic at health@sisd.ae

10.4.3 Health forms

It is required that the parents of every new student that is admitted to the school fill out and email (clinic@sisd.ae) the following health forms:

- [Medical and Immunization Record Consent and Declaration](#)
- Consent for the administration of standing ordered medication & Authorization for the release of protected health information
- Copy of vaccination records

Any parent, who wishes to discuss their child's immunizations and medical conditions with the school nurse, is welcome to do so.

Your child's health is of extreme importance for us and, therefore, we hope to receive your full co-operation. Please be mindful that according to [Dubai Healthcare City regulations](#), we need to have these forms filled out for each student. If the healthcare team doesn't have any medical information or the parents signed consent, legally it is impeded to provide healthcare to your children if he or she requires it.

10.4.4 Medication

Administration of medication, especially short term, should be done at home whenever possible. However, if a student needs to take prescribed medication during the school day, the following guidelines must be met:

- The parent needs to give a copy of the medical prescription or a written healthcare plan and written parental permission. No medication will be dispensed without it.
- The physician, dentist or practitioner prescribed medications should be clearly transcribed from a Dubai (DHA/DHCC) licensed physician, and all medication forms should state the student's name, the name of medication, the dosage, the time, the route (oral, inhaled, patch, etc.), and the duration of time that it is to be given (e.g., one week, the school year, etc.), along with the parent/guardian signature;
- The parent must deliver medication to the school clinic, not the student;
- Medication must be in the original packaging by the pharmacy and within the expiration period, not outdated;
- If medication is to be hand-carried, a back-up should also be kept in the school clinic;
- All medicine must be picked up by one of the parents at the end of the school year.
- All medications and treatments require clear, written instructions by a physician, as needed, and a parent/guardian signature.

10.4.5 Illness or Injury

If you are contacted to pick up your sick child, please make every effort to do so promptly. If your child visits the clinic you will be notified of significant information at the attending nurse's discretion and in accordance with her professional judgement and the clinic's communication policy. This may include information about any incident, precautions to take and recommendations by email or telephone by one of the members of the healthcare team. Students with COVID-19 related symptoms and contagious infections need to stay home so they will not expose others. If your child is homebased with a communicable illness, kindly contact the clinic so the parents of other classmates may be alerted of symptoms. In order to prevent the spread of illnesses in our school, please do not send your child if they have:

- Fever (temperature $\geq 37.5^{\circ}\text{C}$ / 99.5°F). The student must be fever-free for 24 hours without taking any medication to reduce the temperature;
- Vomiting more than once and/or feeling of nausea;
- Sore throat
- Diarrhea
- Nasal discharge / Runny or congested nose
- Other COVID-19 or flu-like signs and symptoms You can review the Protocol [for COVID-19 here](#)
- [If your child or any member in your household will undergo a COVID-19 PCR test or is awaiting the results of a COVID-19 PCR test;](#)
- Persistent and severe pain (ear, stomach, etc.);
- A widespread rash, contagious rash or skin spots;
- Head lice or pediculosis (kindly notify the nurse) You can review the [head lice policy](#).
- Bacterial Pink Eye/Conjunctivitis.
- Red watery and painful eyes, especially if there is a yellow discharge.

Injuries that happened at home or over the weekend should be taken care of prior to returning to school, along with a physician's note with instructions and limitations if needed.

In the event that your child needs to undergo an outpatient procedure or surgery, you must provide a physician's certificate stating when he/she can safely return to school and with any limitations/instructions.

In all circumstances, the school clinic team is the final arbiter and will signal when child is "safe" to return to school.

10.4.6 Food allergies

Whilst parents have the primary responsibility for notifying their children's allergies, SISD healthcare team works in cooperation and collaboration with all of the school's staff members to prevent or to manage effectively an accidental exposure to food allergens to students with allergies. Please note that we are a nut-free school.

SISD recommends that the students:

- Should not trade food with others;
- Should not eat anything with unknown ingredients or known to contain any allergen;
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level;
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

Read more about our policy on the management of [allergies here](#).

If you have further questions or concerns, please contact the SISD Healthcare team at clinic@sisd.ae.

Other recommendations:

- Encourage your child to eat breakfast every day before coming to school,
- Any food brought in for sharing must be free of nut/nuts products,
- Always send your child to school well hydrated and with a refillable water bottle, make sure your child gets 8 to 10 or more hours of sleep each night,
- Encourage good handwashing; before and after meals, after the toilet, etc. Sneakers or tennis shoes are required for active participation and safety.
- Promote and practice with your child active cough and respiratory etiquette and other precautionary measures to decrease the transmission of COVID-19 and other communicable illnesses.

10. Parents' Association

The role of the Parents' Association is to foster a community culture through events and the facilitation of communication between parents and SISD administration regarding student life, social issues and general school operations; all in alignment with SISD's mission, objectives and policies.

Learn more about the PFC here. The PFC can be contacted on sisd.parents@gmail.com