

School Name:	Dubai American Academy
Date of Completion of the Self-Study Component:	May 2015
Team Visit Dates:	October 4-8, 2015
Date of Completion of the Visiting Team Component:	

# The Reporting Booklet

## PART TWO – SECTION F

### SCHOOL CULTURE & PARTNERSHIPS FOR LEARNING

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT		
Typed Name	Role in the School	Signature
Andrew Arcello	PS Music Teacher	
Diana Dresen	PS Counsellor	
Rebecca Caitlin	MS Counselor	
Tom Eberhardt	MS Counselor	
Joshua Nelson	HS Teacher	

**Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.**

*8<sup>th</sup> Edition*  
*Version 8.2 - Sept 2013*

# GUIDELINES FOR USING THIS REPORTING BOOKLET

## General

1. The school's Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.
2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic *Word* document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

## Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the "The Main Guide to Evaluation and Accreditation".
2. The SSC's responses should automatically show in red font. (If not please convert to red font appropriately)
3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately.)
4. It is often convenient to use the "Navigation Pane" or the "Document Map" method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

*On a PC using Word 2010: The Navigation Pane can be shown by clicking on "view" on the tool-bar, then choose "navigation pane".*

*On a PC using Word 2003: The Document Map can be shown by clicking on "view" on the tool-bar, then choose "document map".*

*On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on "view" on the tool-bar, then choose "navigation pane", then choose "document map".*

*On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.*

### *Important Notes on Hyperlinks:*

- o *Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.*
- o *Any hyperlinks must be made to documents recorded on the DVD or "Memory Stick" carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.*

- o During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.

## STANDARD F1 Self-Study Input

STANDARD F1		SSC Rating on scale 1 to 4		
<b>A school climate characterized by fairness, trust, and mutual respect shall support student learning and well being.</b>		<b>Write here: 4</b>		
	Indicators for Standard F1	Rating (Please mark)		
		WA	PA	NA
F1a	A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programs to address awareness, prevention and responsiveness to issues such as child abuse, sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.	x		
F1b	The school has policies, procedures, and practices that promote and address the physical, emotional, and social well being of students and staff.	x		
F1c	School community members demonstrate an understanding of and appreciation for diversity, thereby supporting a climate of mutual respect.	x		
F1d	Fairness in dealing with student concerns is enhanced by clearly written statements of expected behavior, the consequences of non-compliance, and a mechanism for appeal.	x		
F1e	The school celebrates students' efforts and achievements in meaningful and culturally sensitive ways.	x		
F1f	Student, staff and parent information is treated with an appropriate degree of confidentiality.	x		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

- **F1a** – A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programs to address awareness, prevention and responsiveness to issues such as child abuse, sexual harassment, substance abuse, hazing and bullying, and discrimination in any form. GEMS Education has a Child Protection Policy that is shared with all staff. Each teacher has a copy to refer to, which outlines policies, procedures, etc. The middle school, for example, has an anti-bullying and a cyber-awareness month. Lessons are delivered through Life Skills classes, and at all-school assemblies and events, as well. Our school promotes and fosters a “Culture of Kindness.” This is common language, used and understood by students and staff alike. It is a cornerstone of the school’s mission and philosophy. We have contracted Freedom from Chemical Dependency (a branch of the Betty Ford Clinic) to address students on the topic of substance use and abuse. During their weeklong visit, various meetings are held with students, parents, and staff. Our PE/Health program also has a tobacco, alcohol, and drugs component, which students are exposed to in grades 6-8. Our middle school has two school counselors, who are both Master’s level K-12-certified. Through the counseling office, there are ongoing conversations regarding students’ social and emotional well-being. These are conversations with students, teachers, our health office, families, and outside agencies, as appropriate.
  
- **F1b** – The school has policies, procedures, and practices that promote and address the physical, emotional, and social well being of students and staff. The school has policies, procedures, and practices that address the physical, emotional, and social well-being of students and staff. Examples include, but are not limited to: procedures for fire drills, lockdowns, security (school id badges, entering and leaving campus), traffic routes, etc. School counselors carry out robust, developmentally appropriate service delivery in all four divisions of the school. Through the counseling office, there are ongoing conversations regarding students’ social and emotional well-being. These are conversations with students, teachers, our health office, families, and outside agencies, as appropriate. Staff and parents also access these services, as well. The health office, with five nurses and one doctor, provides a high-level of support for students and staff, and is an available resource for families, as well.
  
- **F1c** – School community members demonstrate an understanding of and appreciation for diversity, thereby supporting a climate of mutual respect. One of the school’s greatest assets is our multicultural population. We have students from over 100 countries. The vast-majority of our students are multi-lingual. Multiculturalism is inherently addressed, as each class is made up of students with such varied backgrounds and experiences. We have numerous celebrations and activities throughout the year, which celebrate and address various cultures. Examples include, but are not limited to: UN Day, UAE Day, Week Without Walls, etc.
  
- **F1d** – Fairness in dealing with student concerns is enhanced by clearly written statements of expected behavior, the consequences of non-compliance, and a mechanism for appeal. Each of the four divisions has a comprehensive handbook that outlines expected behavior, as well as potential consequences for choices and behaviors. Divisions outline student behavior in age-appropriate methods (pictures in PS, simpler language in ES, etc.). Students and staff in the Primary and Elementary divisions share common language in their divisions regarding positive behavior plans. Students are regularly “caught being kind” and rewarded both individually and collectively for their efforts.
  
- **F1e** – The school celebrates students’ efforts and achievements in meaningful and culturally sensitive ways. Student work is displayed in classrooms and hallways, and appropriate, meaningful feedback is given. The Week Without Walls Parent Presentation Fair is an example of students being able to showcase learning that occurs outside of the classroom. Parent/teacher conferences occur twice a year; the “Golden Mile” showcases students’ physical achievements, as this school-wide event celebrates “personal bests.” All divisions

hold regular assemblies where academic, athletic and extra-curricular accomplishments are showcased and celebrated. Students take increasing ownership for organizing or contributing to these assemblies as they proceed, developmentally through the divisions.

- **F1f** – Student, staff and parent information is treated with an appropriate degree of confidentiality. There are procedures in place to ensure that an appropriate level of confidentiality is upheld for students, staff, and parents.
- **See Attached Documents:** Child protection policy, PS/ES parent handbook, MS parent-student handbook, HS parent-student handbook, social media policy.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

- **Not applicable.**

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

- **Not applicable.**

## **STANDARD F1 Visiting Team Input**

**VT STEP (a) Standard rating.**

**Write here:**

**VT STEP (b) Evidence supporting the rating.**

**Write here:**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**VT STEP (e) Additional Advice (if any).**

**Write here:**

## STANDARD F2 Self-Study Input

STANDARD F2		SSC Rating on scale 1 to 4		
<b>Effective communication processes shall foster a productive home-school partnership and a positive learning community.</b>		<b>Write here:</b> <b>4</b>		
	Indicators for Standard F2	Rating (Please mark)		
		W A	PA	NA
F2a	Effective, formal processes are in place to facilitate a flow of information and a meaningful interchange of opinions among all sectors of the school community.	X		
F2b	A “whole-school” climate and a positive learning community are fostered by effective horizontal and vertical communication among the various sections of the school.	X		
F2c	The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.	X		
F2d	Opportunities are provided for parents to learn about the school’s educational aims, programs, and pedagogical approaches so that they can support student learning.	X		
F2e	The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations.	X		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

- **F2a – Effective, formal processes are in place to facilitate a flow of information and a meaningful interchange of opinions among all sectors of the school community.**

Each week the school sends all parents the SPOTS newsletters. Every two weeks the SPOTS offers a more extended version where each division principal and DAA’s superintendent write to the community.

- **PS – DAA’s Primary School does a very effective job communicating with parents and developing a strong school-family partnership in a variety of ways. Below is a list of a typical year’s highlights.**

- Starting Strong, Fall 2014 Parent Engagement
- New Student Orientation (August)
- Back to School Night (September)
- Coffee Morning on the Whole Child (September)
- Super Nanny (DAAPA sponsored) (October)
- Parent/Teacher Conferences (October)
- Parent Engagement Week (x4!)
- Coffee Mornings on Reading & Writing
- Parents participate in class with their child
- Focus on early literacy & math
- PS Wellness Week, January 11-15
- Coffee morning(s) on wellness (physical activity, sleep, nutrition)
- Sports Day on Wednesday
- PS World Language Week, February 8-12
- Parents participate in Arabic class with child
- Coffee morning on supporting Arabic language learning at home
- Week(s) of the Arts, March 15-26
- Coffee morning on art, music, and drama
- Parents visit and participate in Art & Music classes with child
- Stepping Up Morning Coffee, May 18
- What to expect next year
- Ideas for supporting your child over the summer

Additionally, all PS teachers use classroom blogs to facilitate communication and, when an important event is coming up, email directly to parents, as well.

- **ES** – The Elementary School (ES) uses classroom blogs to facilitate regular communication between the classroom and home. The blog informs parents of upcoming events as well as daily activities in the classroom. Parents are also informed of school events through the ES portal on the gemsdaa.com site. Additionally, there is a weekly parent newsletter, SPOTS, which informs the entire community of events taking place on campus, by division. In order to facilitate personal contact with specific families, Elementary School teachers email, arrange personal meetings, and make phone calls to communicate as needed. The Elementary School administration sends a weekly email to all ES teachers to inform/remind all division members of important upcoming events. Parent email and SMS communication is used when parent reminders are needed or emergencies occur. Parent surveys are conducted annually to gather feedback on the effectiveness of these processes.
- **MS** – The Middle School uses Edmodo (a web based communication portal) consistently across all subject areas to ensure daily class communications are in place amongst teachers, students and parents. Middle School teachers use Engrade to log up to date student academic progress, which is accessible to students and parents. Middle School staff also use email, personal meetings, and the traditional phone call to ensure that lines of communication remain open for all relevant stakeholders. Divisional communication is posted weekly on the Middle School blog on gemsdaa.com, in addition to being posted in our weekly DAA newsletter, SPOTS, which is emailed out to all parents. The Middle School posts a weekly/daily bulletin to update teachers and students about upcoming events or information. SMS communication is also in place both for emergency purposes and to remind parents of upcoming events on campus. Parent surveys are conducted at times when 360 feedback is required.
- **HS** – The HS uses Google Classroom, Engrade and Edmodo to ensure communication with parents. The HS has Parent Teacher Conferences twice per school year and teachers are expected to communicate with parents via email and phone calls “early and often” should there be any concern(s). Weekly communication is sent home to parents via email (SPOTS), and the HS administration frequently will directly send home letters via email when necessary



(e.g. if there is a health concern, graduation details, etc.). Parent surveys are used often to gather parental feedback (e.g. homework policy).

- **F2b** – A “whole school” climate and a positive learning community are fostered by effective horizontal and vertical communication among the various sections of the school.
  - **PS and ES** – The Primary and Elementary Schools foster a positive learning community through a number of means. All teams within the division have common planning time built into their schedule. Further, the PS & ES holds divisional meetings twice monthly, which includes time for community building, horizontal and vertical conversations as well as time to focus on divisional initiatives related to the school SIP. Team leaders from each team meet weekly with PS or ES Administration, which fosters regular communication on school initiatives as well as vertical conversations. All teachers also have an opportunity to collaborate with teachers in other divisions during K12 meeting times on Tuesdays throughout the year. All staff use Google docs as a forum for collaborative planning and communication.
  - **MS** – The Middle School enjoys a highly positive, collaborative and familial learning community. Communication takes place vertically and horizontally within departmental teams. Most departments in this division have common planning time built into their schedule. Beyond the Middle School, teachers have an opportunity to collaborate with teachers in other divisions during K12 meeting times on Tuesdays throughout the year. All staff use Google docs as a forum for collaborative planning and communication.
  - **HS** – The High School enjoys a highly positive, collaborative learning community. Communication takes place vertically and horizontally within departmental teams, each with a Head of Department (HoD). HoDs meet regularly with administration to communicate and collaborate and professional development time is devoted to departmental meetings for collaboration and planning. Beyond the High School, teachers have an opportunity to collaborate with teachers in other divisions during K12 meeting times on Tuesdays throughout the year. All staff use Google docs as a forum for collaborative planning and communication.
- **F2c** – The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.
  - **PS** – DAA’s Primary School has a very collaborative culture with parents. This starts at the beginning of the school year, when parents have opportunities to interact with teachers at New Student Orientation, Back to School Night, Parent Teachers Conferences, Parent Engagement Week, and through high levels of communication. Numerous Coffee Mornings are also offered in the fall to help parents understand Reader’s Workshop and Writer’s Workshop so they understand the philosophy and how to support their child at home.

Overall, the beginning of the year sets the stage for a partnership and collaboration so that parents feel welcome and understand what takes place at school and how they can help support their child.

Throughout the year this continues both through parent engagement activities, such as when parents learn with their child in Arabic class, in the classroom, or in Music class and through fun opportunities to interact in the classroom through classroom parties and celebrations. Additionally, there are coffee mornings throughout the year where parents are engaged but also can ask questions and the format is always

conversational so it is a give and take with ample opportunity for parent engagement and parent feedback. The sum of these actions and the actions outlined in more detail in F2a make for a very collaborative culture and speak to the partnership between parents and the school.

- o **ES** – The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.

The Elementary School fosters a collaborative culture through parent coffee mornings, parent-teacher (Hopes and Dreams) conferences and by working together with the ES DAAPA representative (parent association). Parent coffee mornings feature different relevant topics for parents focused on supporting student social/emotional, as well as academic, development. Parent-teacher conferences are held twice yearly. The first is held prior to parents receiving the first trimester report, and is combined with a Hopes and Dreams Day, a time when parent share their concerns as well as their aspirations for their child's year. The second formal conference time in the year is in March, following the release of the second trimester report. The parent association at DAA is very strong, and each division has its own DAAPA representative. The ES works with the ES DAAPA representative to suggest topics and presenters for DAAPA parent coffee mornings as well as to assist in planning school events that help to build a positive school community. Parents frequently provide feedback on the success of these events as well as any suggestions they may have. This is also formalized yearly through parent surveys.

- o **MS** – The Middle School consistently strives to ensure that parents, students and teachers are collectively engaged in the learning process. The Middle School conducts coffee mornings with themes that support this shared vision and responsibility with respect to the education of their child. Parent feedback is encouraged and welcomed in support of the continual improvement of MS programs and activities. Parent-Student-Teacher Conferences are held twice annually and are an opportunity to celebrate successes and collaboratively plan for positive growth.
- o **HS** – The High School consistently strives to ensure that parents, students and teachers are collectively engaged in the learning process. The High School conducts coffee mornings with themes that support this shared vision and responsibility with respect to the education of their child. Parent feedback is encouraged and welcomed in support of the continual improvement of HS programs and activities. Parent-Student-Teacher Conferences are held twice annually and are an opportunity to celebrate successes and collaboratively plan for positive growth.

- **F2d** – Opportunities are provided for parents to learn about the school's educational aims, programs, and pedagogical approaches so that they can support student learning.

- o **PS** – Parents have many opportunities to learn about our programs and approaches to learning throughout the year, including through:
  - Classroom blogs that provide information on all our programs and the curriculum.
  - Back to School Night when parents learn about what to expect during the year.
  - Stepping Up Morning Coffees offered each May/June so parents learn about what to expect NEXT year.
  - Parent Engagement Week where parents are invited in to learn with their child during one ELA and on Math lesson.
  - Parent Engagement throughout the year where parents are invited in to experience learning in Music, I.T., and Arabic.

- Coffee Mornings where parents learn about both Reader's and Writer's Workshop.
  - Other Coffee Mornings/Presentations, including an Arabic overview and an Art overview lead by the teachers.
- **ES** – The Elementary School provides opportunities for parents to learn about the school's educational aims, programs, and pedagogical approaches through the New Family Orientation presentation, Back to School Night, and Parent Engagement week. The New Family Orientation presentation informs families new to the school about the resources available to them and general expectations for getting settled in to the school. Back to School Night is an opportunity for teachers to share with all parents directly about the learning that will take place during the year, as well as expectations for the classroom. Similarly, parent engagement week provides parents additional opportunities to learn about their child's school experience by participating in live classroom sessions led by both classroom and specialist teachers.
  - **MS** – An orientation session is held at the beginning of the year, to welcome and provide essential information to families new to DAA. Beginning in January, fifth grade students and parents are engaged in a series of transitional meetings in order to prepare for the move to the Middle School. These meetings provide continual opportunities to learn about the aims of the Middle School program and the developmental changes that come with this part of the educational journey. Periodic coffee mornings are held throughout the year that further support the pedagogical approaches of the Middle School while providing tips for parenting success at this challenging age.
  - **HS** – The High School offers parents the following opportunities to learn about the school's educational aims, programs, and pedagogical approaches so that they can support student learning, including:
    - New parent orientation;
    - Welcome to the High School evening;
    - IB information night;
    - Junior College Night;
    - Senior College Night;
    - Intro to the IB Night.
- **F2e** – The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations.
    - **PS** – The Primary School's primary avenue for building these partnerships is through field trips that happen each year that are linked to and support student learning of the standards. Field trips include trips to museums, the theater, zoos and wildlife refuges, to businesses where students can learn about different professions (grade 2), restaurants, Kidzania, and other places in Dubai, depending on our parents and changes in the community. Additionally we have sponsored fund raising efforts to raise funds for Nepal through Red Crescent and also partnered with UNICEF to raise funds (through Varkey GEMS Foundation) for Schools for Asia.
    - **ES** – The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations. The Elementary School creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies through grade level field trips, guest speakers and through local fundraising efforts.

Elementary School classes regularly go on school field trips to learn more about the local community and the environment.

Examples include, the Grade 5 overnight trip in the desert through a local outdoor company where they learned about life and survival in the desert. Some of the Grade 4 classes traveled to Masdar City in Abu Dhabi to learn about science at work in a futuristic community. Each year Grade 3 classes go to the mosque and museum to learn about the history and culture of the Emirates in conjunction with their social studies standards. Further, where applicable, opportunities are found to have guest speakers present to students on relevant topics. For instance, the Grade 3 team organized for a local police officer to speak with their students about the UAE government. The school librarian organized visits by a poet and local author. Through the school's affiliation with the Terry Fox Foundation, we were able to bring in a special speaker, Fred Fox, who works at the foundation and inspires students to set and achieve goals for themselves. The Elementary School also regularly supports charitable fundraising efforts driven through student council, but supported by the entire community.

- o **MS** – Middle School students have a unique opportunity to engage in extraordinary learning activities during our annual Week Without Walls, held at the beginning of March. Students choose from local options that include but are not limited to; volunteering to assist teachers in the Elementary School, and volunteering with Special Needs students at a local school.
- o **HS** – The High School has encouraged parents and community members to offer students work and service experiences. 10th grade DAA High School students spent one week (May 4-7, 2015) participating in internships with over 100 local companies. Many of these opportunities came about through our parent community. 9th grade students performed service initiatives with some of our local partners, such as Al Noor School for Special Needs and the Rashid School.
- **See Attached Documents:** Sample SPOTS newsletter, internship week documents, week without walls website.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

- Not applicable.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

- Not applicable.

## STANDARD F2 Visiting Team Input

**VT STEP (a) Standard rating.**

**Write here:**

**VT STEP (b) Evidence supporting the rating.**

**Write here:**

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

**Write here:**

SSC STEP (v) Proposals to address poor or non-alignment.

**Write here:**

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.

**Write here:**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**VT STEP (e) Additional Advice (if any).**

**Write here:**

## STANDARD F3 Self-Study Input

<b>STANDARD F3</b>		<b>SSC Rating on scale 1 to 4</b>		
The school shall offer effective programmes and activities which complement the formal curriculum in supporting the school's Guiding Statements.		Write here: <b>4</b>		
	<b>Indicators for Standard F3</b>	<b>Rating (Please mark)</b>		
		<b>WA</b>	<b>PA</b>	<b>N A</b>
F3a	The development and delivery of the school's complementary programmes demonstrate sensitivity to the needs and beliefs of different cultures, foster engagement with the local culture and promote global citizenship.	<b>x</b>		
F3b	The school actively supports the development of student leadership and encourages students to undertake service learning.	<b>x</b>		
F3c	The school actively promotes and models global environmental awareness and responsibility across its community.	<b>x</b>		
F3d	The school regularly evaluates its complementary programmes to ensure they remain aligned with its Guiding Statements, meet student needs and interests, and foster global citizenship.	<b>x</b>		
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.  
Write here:**

- **F3a – The development and delivery of the school's complementary programs demonstrate sensitivity to the needs and beliefs of different cultures, foster engagement with the local culture and promote global citizenship. The school sponsors and runs many events and ongoing programs to augment the typical academic routine. These include but are not limited to:**
  - **May Week: Students will be involved in a variety of experiential learning outside of the classroom.**
    - **Grade 9: Cultural centers, beach cleanups, culinary arts, photography courses,**
    - **Grade 10: Internships**

- Advisory Program
  - potluck lunches with cultural foods and family recipes
  - International Mindedness
  - Arabic Culture Day
  - Charities: Dubai Cares, Help The Workers, Senses, Al Noor, Rasheed
  - TED x: Encourages students to be creative thinkers and express their views on a variety of issues of global importance.
  
- Drive week
  - Book drive for Al Arqm school & World Literacy Foundation
  - School supplies for Himalayan school
  - Toy drive for Al Noor Training Center
  
- Holi Day celebrations
  
- Model United Nations – In addition to the to the international MUN meetings students have created their own local MUN conference at DAA.
  
- Radiant Club – meets every Thursday. Gender study and female leadership club. Students will be facilitating a conference in May 2015.
  
- **F3b** – The school actively supports the development of student leadership and encourages students to undertake service learning.
  - CAS Program Projects
    - Wajib Sustainability Conference
    - Women Empowerment Group
    - Help The Workers
  
  - Student Committees
    - Prom Committee
    - High School students act as assistants with MS/ES ASA's
  
  - Student Government
    - Student Council – students are elected or appointed after an interview process. They organize, run, and clean up for complex student events in order to promote a positive school culture.
    - Senate – All positions elected by individual grades and they serve as the voice of the students and interact with administration regarding school issues as well as organizing events with a focus on overall school culture.
    - Grade level presidents and cabinets – Class presidents are elected by the grade and run class specific events and resolve issues related to their particular grade.
    - Student heads of charities and clubs – work to organize and run their club and help raise awareness and help organize extra-curricular activities.
    - Peer Tutors – Work with other our SEN teachers and Chomsky's Chums to help improve students' overall academic success.

- Sports Council – A small group of leaders organizing, running, and cleaning up running sports events by utilizing a variety of students to help with service learning.
  - CAS Projects – Each member must collaborate and take on a leadership role in the service learning initiative.
- **F3c** – The school actively promotes and models global environmental awareness and responsibility across its community.
    - Environmental Club
      - Emirates environmental group to promote environmental programs and to foster sustainability projects
      - Eco-schools – Membership within the Eco-Schools curriculum and raising students’ awareness of environmental issues in the school communities
      - DAA Garden – Eventual goal of raising a vegetable crop to donate to the school’s support staff
      - 5 gyres initiative – combating plastic waste in our environment
      - In the process of developing a K-12 student environmental group
      - IFF – recycling
      - Beach cleanups
      - Battery Initiative – Student lead battery recycling initiative and website.
  - **F3d** – The school regularly evaluates its complementary programs to ensure they remain aligned with its Guiding Statements, meet student needs and interests, and foster global citizenship.
    - Annual retreat for Advisory evaluation, reflection, and planning on how we can improve the program to better meet the needs of our students
    - Creation of Activity Coordinator position – The magnitude of complimentary clubs, charities, and extra-curricular activities has allowed us to create an activity coordinator position to even better meet the needs of our students
    - Advisory program meets every other week to evaluate the program, standards, and implementation
    - Student leadership faculty advisors meet with administrator on a regular basis to evaluate student leadership programs
    - Faculty advisors of clubs and charities also meet periodically with administration
    - Students are regularly invited to evaluate the extracurricular programs through discussion and online surveys with faculty advisors and moderators.
  - **See Attached Documents:** Afterschool activities lists, key co-curricular activities.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

- Not applicable.

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

- Not applicable.





## **STANDARD F3 Visiting Team Input**

**VT STEP (a) Standard rating.**

**Write here:**

**VT STEP (b) Evidence supporting the rating.**

**Write here:**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

**VT STEP (e) Additional Advice (if any).**

**Write here:**

## STANDARD F4 Self-Study Input

<b>STANDARD F4 (For Boarding Schools)</b>		<b>SSC Rating on scale 1 to 4</b>		
<b>Boarding services effectively support the school's Guiding Statements, and serve the well being of all boarding students and staff.</b>		<b>Write here: N/A</b>		
	<b>Indicators for Standard F4</b>	<b>Rating (Please mark)</b>		
		<b>W A</b>	<b>PA</b>	<b>N A</b>
F4a	A clear boarding educational philosophy is in place, which creates a twenty-four hour, seven day, a week learning environment.			<b>X</b>
F4b	Sound, clear and effectively implemented operating procedures and systems are in place which support boarding life and provide guidelines for addressing fire, accidents, natural disasters, civil unrest, medical and any other emergencies.			<b>X</b>
F4c	The boarding programme is supported by written policies and effective record keeping which enhance the well-being of students.			<b>X</b>
F4d	Boarding staff have appropriate training and orientation for the role they play and have been effectively screened prior to appointment to ensure that they have the necessary skills and sound character to provide a supportive, safe, caring and nurturing environment.			<b>X</b>
F4e	Boarding staff members are adequately deployed to provide boarding students with a safe environment and open, positive and nurturing teacher/student relationships.			<b>X</b>
F4f	The boarding facilities effectively reflect the school's Guiding Statements and support the well-being of students and staff in the following areas:			<b>X</b>
	i. the number and needs of the boarding students.			<b>X</b>
	ii. the number and needs of the boarding staff.			<b>X</b>
	iii. the range of formal and informal activities.			<b>X</b>
	iv. the delivery of important services (laundry, meals, medical support, transport, technology etc.)			<b>X</b>
	v. the integration of day and boarding students			<b>X</b>
F4g	The boarding facilities meet local authority safety standards and any reasonable stipulations which may be required by the accrediting agency/agencies.			<b>X</b>
F4h	The culture within the boarding programme demonstrates sensitivity to and respect for the diversity of the student body as well as a sense of home and family.			<b>X</b>

F4i	Effective channels of communication are in place between the school, boarding staff and the home to ensure that parents, teachers and residential staff work in partnership to support boarding students.			X
F4j	Schools with students that are privately boarded, and/or for whom the school has legal responsibility, support their well-being through clear written expectations for the students and their guardians and by active monitoring.			X
	Optional school-generated Indicator (write in):			
	Optional school-generated Indicator (write in):			

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above.**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

- N/A

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

**Write here:**

- N/A

**SSC STEP (v) Proposals to address poor or non-alignment.**

**Write here:**

- N/A

**STANDARD F4 Visiting Team Input**  
(For Boarding Schools)

**VT STEP (a) Standard rating.**  
Write here:

**VT STEP (b) Evidence supporting the rating.**  
Write here:

**VT STEP (c) Significant Commendations (if any).**  
Write here:

**VT STEP (d) Significant Recommendations (if any).**  
Write here:

**VT STEP (e) Additional Advice (if any).**  
Write here: