

MYP Student/Parent Handbook



OUR MISSION AND VISION

OUR MISSION

At Fairgreen International School in Dubai, our mission is to provide an exceptional international education that embraces sustainability in all its forms.

OUR VISION

Our vision is to be an exemplary learning community that promotes purposeful and innovative solutions for a sustainable world.

OUR PILLARS

As a member of the Fairgreen International School educational family, you will have the opportunity to experience and bring alive the central pillars that drive our journey to educational excellence.

1. Academic Growth & Achievement
2. Sustainability
3. Character
4. Wellbeing
5. Innovation
6. International Mindedness
7. Social Responsibility



ACADEMIC GROWTH & ACHIEVEMENT

With individualized learning and inquiry-based teaching methods, Fairgreen students set and achieve their educational goals, guided by dedicated and caring teachers and staff.



SUSTAINABILITY

Students, teachers, parents and the entire Fairgreen community are committed to living a sustainable lifestyle by treading mindfully on our planet, supporting sustainable businesses, and being ambassadors of sustainable living.



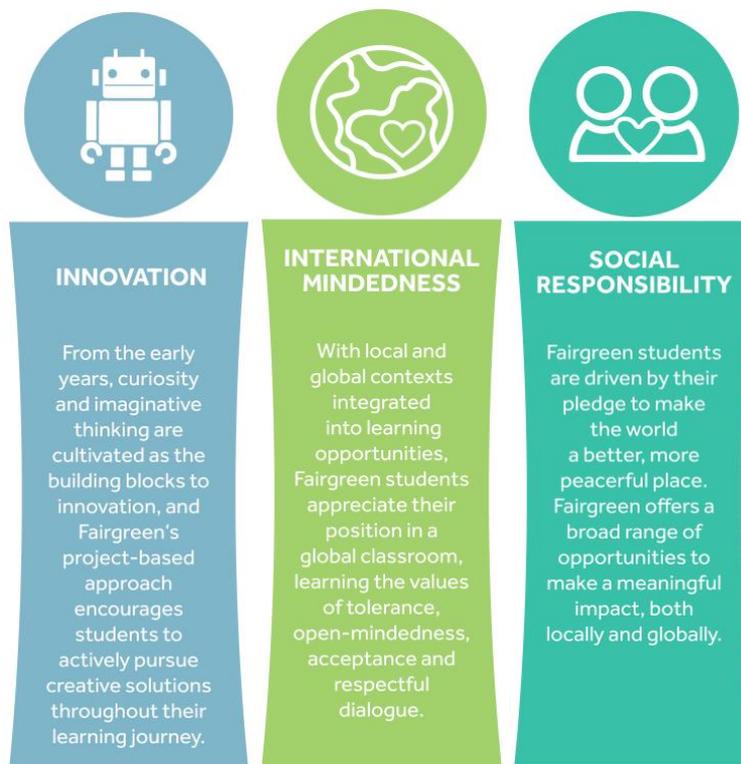
CHARACTER

Fairgreen students learn how to access the psychological, social, cultural and physical resources required to sustain their wellbeing, developing resilience and ethics, building essential life skills, and responding positively to adversity.



WELLBEING

The Fairgreen community takes a happy and healthy approach to physical, social, mental and emotional wellbeing by creating an environment where students feel safe and connected, learn good nutrition, and adopt fitness as a lifelong habit.



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. IB learners strive to be:

IB Learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

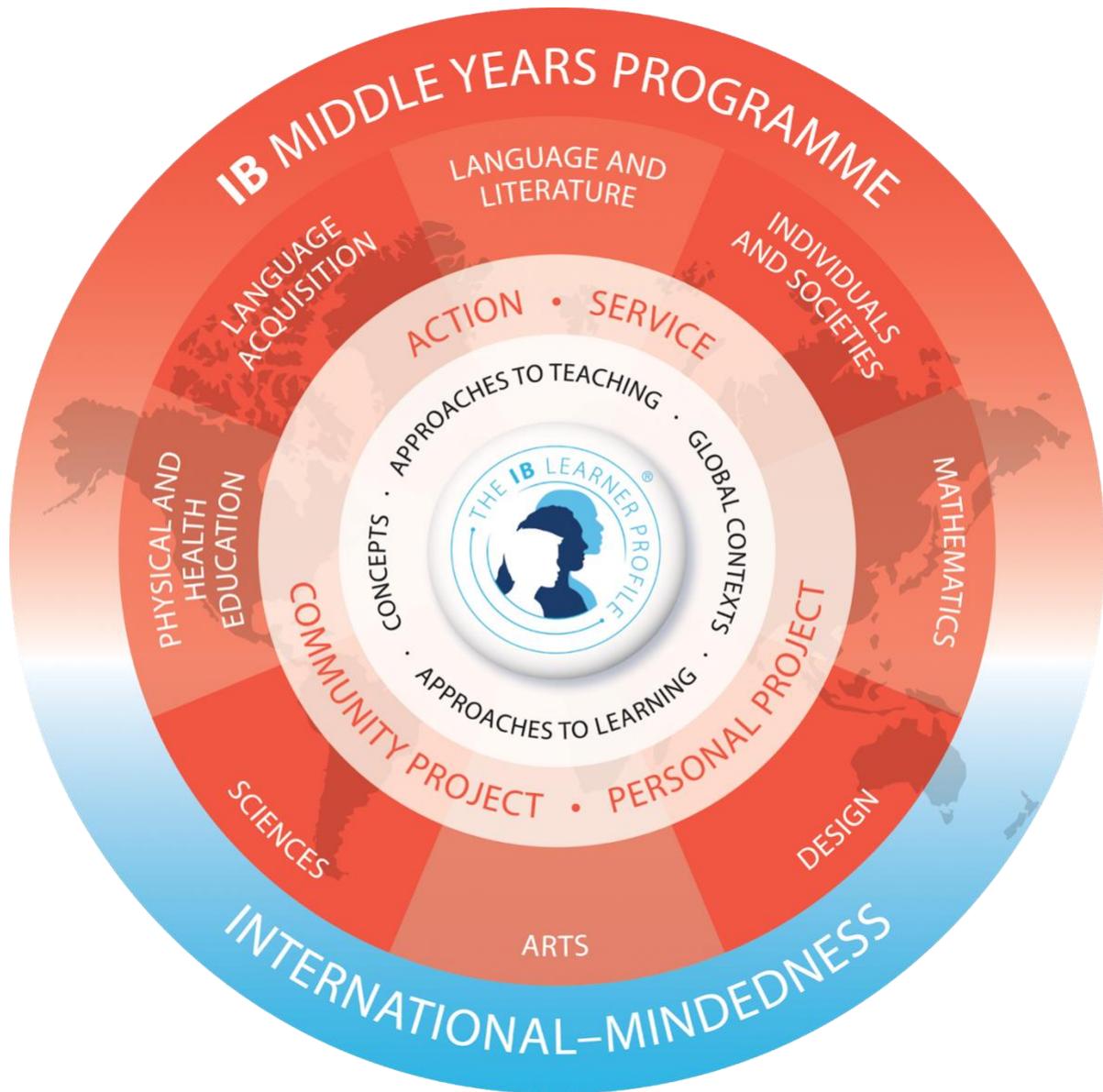
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Middle Years Programme (MYP)

The below model shows the MYP framework and how it is composed of a transdisciplinary model where global contexts, interdisciplinary key concepts and subject specific related concepts are explored both in and outside of the classroom.

The subject groups are interrelated and integrated wherever possible, providing our students opportunities to make connections vertically and horizontally throughout their IB learning.

A more detailed description can be found [here](#)



During the Middle Years Programme your child will be having different subjects, these subjects can be both combined and connected. Please see below a breakdown of each subjects.

English:

- Language and Literature

CAS: Creativity Action Service

Individuals and Societies

- Geography
- History

- Economics
- Business management

Science

- Biology
- Chemistry
- Physics
- Ecology

Mathematics

- Number
- Algebra
- Geometry and Trigonometry
- Statistics and Probability

Design

- Digital, product, textiles, robotics, food technology

PE

- Physical education

Arts

- Music, visual art and drama

Language acquisition

- 2nd or 3rd language French

EAL

Newly arrived students from backgrounds other than English are offered English as an additional language. The support is tailored around the students capabilities. The student will receive assistance to enable the student to fully participate in the classroom without EAL support. EAL support is only offered to students from PreK to Grade 9.

Arabic A

Under UAE law and requirements from the Ministry of Education the following must apply. Arabic A is mandatory for all students registered in the school and KHDA under an Arab passport. Grade 1 to 3 are offered 6 lessons per week, Grade 4-6 are offered 5 lessons per week and grade 7-12 are offered 4 lessons per week.

Arabic B Arabic B is mandatory for all students Grade 1-9 registered in the school/KHDA under any other nationality than Arabic nationality. Grade 1 to 9 are offered 4 lessons per week. From Grade 10 - 12 Arabic B is optional.

Islamic Islamic is mandatory for all Muslim students from Grade 1 to Grade 12 and is conducted in either Arabic or English depending on the students Arabic class (A&B).

Moral Education UAE Moral Education is mandatory and is taught as a stand-alone lesson from Grade 1 to Grade 12.

UAE Social Studies This is mandatory from Grade 1 to Grade 9 and is integrated in the curriculum.

French French is taught to all students from Grade 1 - Grade 8 twice a week.

Grading The Evaluation of Learning for Grades 6-10 issued at the end of semester 2 provides “best-fit” grades achieved in each subject during the whole year. The Evaluation of Learning for Grades 11 and 12 issued in semester 2 are based only on the grades obtained during that reporting period.

MYP - A 7 (high) to 1 (low) grade is determined by using the most consistent level of achievement for each criterion by a student during the course of the year. These final criterion levels are referenced against the published IB MYP grade boundaries. Achievement levels are not calculated by averaging, but by establishing the levels reached during that period of learning.

DP - Grades awarded for criterion-related tasks are translated into a final 7 (high) to 1 (low) grade by assessing a student’s performance against grade boundaries published by the IB.

What is included in grades?

- Achievement, not behaviour
- Summative evidence

What is not included in grades?

- Group scores (assessed group work must include individual achievement evidence)

- Academic dishonesty - We do not reduce grades as a form of punishment. Our response is to ensure the work is completed in a context that encourages honest completion in the first instance. See Fairgreen policy on Academic Honesty
- Late or missing work penalties. Assessment and grades reflect progress in relation to completed tasks

FIS Assessment: Grade 1 to Grade 8

IB/ FIS SCALE	DESCRIPTOR	Effort	Progress	Achievement
7	Excellent	<p>The student consistently displays a positive attitude towards learning. He/she listens to and respects the ideas of others and contributes to a positive learning environment. The student is fully aware of his/her role in the learning process, seeks feedback regarding suggestions for improvement and always follows through on commitments. He/she regularly and enthusiastically participates in class, making valuable/insightful contributions to discussions.</p>	<p>The student has made excellent progress from where he/she began the trimester to where he/she is at the end of the trimester</p>	<p>The student has a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.</p>
6	Very Good	<p>The student exhibits a generally very good effort in class and has a very good attitude towards school. He/she consistently organizes him/herself and interacts with others in a way that is conducive for a positive learning environment.</p>	<p>The student has made very good progress from where he/she began the trimester to where he/she is at the end of the trimester</p>	<p>The student has a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.</p>
5	Good	<p>The student generally has a positive attitude towards his/her class work. He/she is open to learning and facilitates a positive learning environment. The student is aware of his/her role in the learning process and usually bears in mind/implements suggestions for improvement. He/she works well with others and often participates in class with questions or comments.</p>	<p>The student has made good progress from where he/she began the trimester to where he/she is at the end of the trimester</p>	<p>The student has a thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate and occasionally demonstrates originality and insight.</p>
4	Satisfactory	<p>The student exhibits satisfactory effort in class and has a satisfactory attitude towards school. He/she usually organizes him/herself and interacts with others in a way that is conducive for a positive learning environment.</p>	<p>The student has made satisfactory progress from where he/she began the trimester to where he/she is at the end of the trimester</p>	<p>The student has a good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.</p>

3	<i>Mediocre</i>	<p><i>The student at times shows a negative attitude. The student displays little awareness of his/her role in the learning process and rarely takes the initiative in making effective use of time. He/she can be disrespectful to others or disruptive, and the student makes a minimum effort to leave the workspace in order. The student rarely takes into consideration suggestions for improvement in his/her work. The student rarely makes contributions to class discussions.</i></p>	<p><i>The student has made mediocre progress from where he/she began the trimester to where he/she is at the end of the trimester</i></p>	<p><i>The student has limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.</i></p>
2	<i>Poor</i>	<p><i>The student exhibits a generally poor effort in class and has a poor attitude towards school. He/she rarely organizes him/herself or interacts with others in a way that is conducive for a positive learning environment.</i></p>	<p><i>The student has made poor progress from where he/she began the trimester to where he/she is at the end of the trimester</i></p>	<p><i>The student has very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.</i></p>
1	<i>Very Poor</i>	<p><i>The student generally shows a negative attitude. He/she fails to make adequate use of time and consistently disrupts the learning of others. He/she almost never takes into consideration suggestions for improvement and shows little interest in the learning process. The student never participates in class discussions and is intolerant of other students' opinions.</i></p>	<p><i>The student has made very poor progress from where he/she began the trimester to where he/she is at the end of the trimester</i></p>	<p><i>student has minimal achievement in terms of the objectives.</i></p>

Meeting deadlines

Students are required to submit assessments by the due date. Students who do not meet the submission date will be required to complete the task under supervision. Parents will be informed. An extension may be granted, but this is subject to approval on a case-by-case basis by the IB coordinators and subject teachers.

Work that is handed in late will not be subject to any marking/grading penalty but may forfeit written feedback to improve the outcome. Non submission of work in a DP subject will result in an N/A being recorded and could lead to withdrawal from a subject.

A support plan will be put in place by the teacher, counsellor or IB coordinators to support a student with meeting deadlines.

Assessed work carried out in groups must allow assessment of a student's individual learning and achievement.

Student Council We are proud to introduce our student council. A group of students elected by, and representing their classmates from each grade are elected to voice students' opinions and to care for the wellbeing of the students. Once a week they meet at lunch time to suggest new ideas and ways of improving our school.

House system Each student is allocated a house color, during sports days the students will come to school in either of these colored shirts.

IGNIS **TERRA** **AQUA** **CAELI**
FIRE **EARTH** **WATER** **AIR**

After School Activities (ASA) FIS is proud to offer a variety of after school programs. The ASA offers students the opportunity to learn new skill sets, learn to pursue their own interest while it helps develop their self-confidence as they explore new talents in areas that may not be addressed during regular school hours. All ASA activities, except for a few takes place at the school campus.

The parents of new students will receive a link to activate their personal SchoolsBuddy Account. If you have not received the link please send an email to dwalker@fairgreen.ae

Please note for teacher led activities, your child has 7 days to change their mind if spaces are available. For activities led by external providers you will receive a notification about payment. This can be done through SchoolsBuddy and Payfort by following the link provided. However, there will be no refund if your child decides to drop out from the external providers. If your child is participating in a physical activity, please make sure they come to school in their PE kit on that day.

Daily Timings All students should be in school by 8:15 am. Grade 6 to grade 9 can go straight to their classes at 8:15 am. School ends at 3:15 pm.

Arrival, Drop Off & Dismissal Students must not arrive to school before 8:00am. **There will be no supervision in school before 8:00.** We ask parents to please ensure you drop off and collect your child promptly in the designated area.

Parents are always required to wear their ID badges when on the school premises. Access will not be granted without the ID Badge. A visitors pass can be obtained with the security when a valid, EID, copy of passport or drivers licence has been presented.

All students will be dismissed at 3:15pm unless they attend after school activities.

ID Badge

How to obtain an ID Badge:

Please send in an email to info@fairgreen.ae with the following:

- A clear high Resolution photo
- Full name
- Clear copy of your Emirates ID
- Child's full name
- Child's grade
- Relation to the child

Three ID badges are given complementary per family.

For any additional ID badges 50 AED per ID Badge. In case the ID Badge is misplaced or lost the cost of a new ID Badge is 50 AED.

Temporary ID Badges can also be obtained for visitors staying longer, a valid ID card must be presented and 100 dh deposit to be paid. Once the ID badge is handed back the deposit will be returned.

Please update us on info@fairgreen.ae when there has been a change with nannies or drivers.

Attendance & Absenteeism

Expected attendance in the Middle School is five days a week Sunday to Thursday from morning registration at 8:15 am, to school dismissal at 3:15 pm.

Unexcused absence is recorded in each student's individual records and reports. If leave during term time is necessary, the school will carefully consider a parent's request and take into account the child's current educational needs and attendance record. Please see the Absenteeism Policy.

If your child is sick (absent), please notify the school before 8:15 am by sending an email to absence@fairgreen.ae or call 04 875 4999.

Please note if your child is absent for more than 3 consecutive days a doctor's note is required and should be submitted to the reception.

If your child is having:

- **Fever please keep your child home for 24 hours**
- **Diarrhea or vomiting please keep your child home for 48 hours.**

School Hours

All students should be in school at 8:15 am.

8:00 am

Arrival

8:15 am

Registration

8:20 am	National Anthem
8:25 am	Start of the first lesson
3:15 am	Dismissal

Please ensure you drop off and collect your child promptly at the start and end of each school day.

Late Arrival

If you are late to school (after 8:15 am) please pass by the reception to sign in. Students being late to school repeatedly has a negative impact on learning outcomes and are also disturbing the class. Please refer to our policy on absenteeism.

Early pick up

Whilst we understand emergencies may occur and the need to pick up your child from school earlier than expected, we need to stress the importance of students not missing out on important learning. We therefore ask you to please call in to inform the school as early as possible. You will not be able to collect your child direct from the classroom. A member of staff will collect your child and bring your child to the reception area. Consequently, a meeting with the SLT will be arranged if above becomes habitual.

School Communication

We have several ways of communicating with our parents. Our prime communication with homeroom teachers are via emails. Biweekly emails are sent through google classroom to parents. If a meeting is needed, please send an email to the teachers and book an appointment.

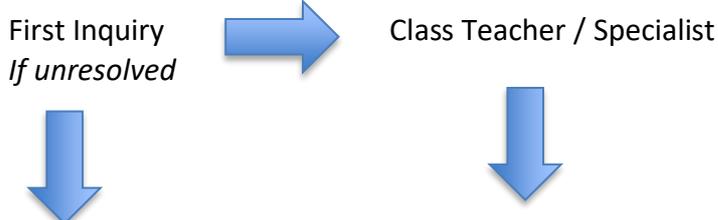
There will also be formal opportunities to meet with your child's homeroom teacher such as parent/teacher/student conferences. These will be held twice a year.

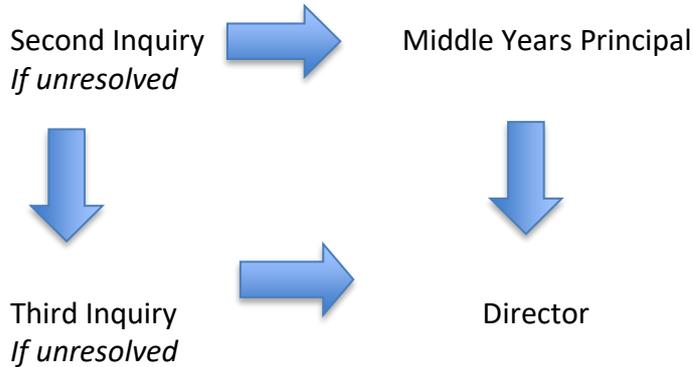
In addition regular coffee mornings, open days/parent evenings will also take place during the academic year.

When making inquiries to the school it is vital that we ask all parents to follow below flowchart. In most instances we have found the best person to speak with is the homeroom teacher or the specialist.

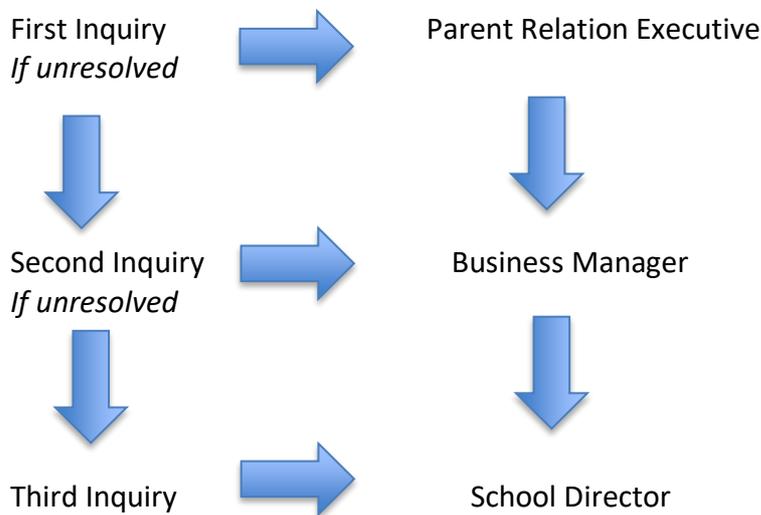
If you have other concerns regarding, school cafeteria, school buses, uniform etc. then please send an email to our Parent Relation Executive, Jodie Mercati, who will be your first point of contact. jmercati@fairgree.ae Please see the second flowchart.

Academic/Educational Matters





Parent School Communication Procedure regarding Operational Matters



Google Classroom

All MYP students will be using Google Classroom. The Homeroom Teacher will send an invitation to all students to access their google classroom. This enables students to access their assignments, receive class information, work on their projects, homework etc. It is also a platform for students to be in contact with their teachers if need be.

Parents are also invited by teachers to join Google Classroom. We recommend parents to accept the invitation. This enables parents to receive weekly emails, see the calendar, see the assignments and due dates for homework etc. This is an excellent opportunity for parents to follow your child’s learning.

Home Learning

Fairgreen International School believes that education should not be restricted to the school. Our approach to home learning is informed and supported by educational research.

We believe home learning can increase self-discipline, develop personal responsibility for a student's learning and develop students as autonomous and responsible learners.

Home learning in the Middle Years Programme is crucial for the students preparation of the IB Diploma Programme. Students are expected to take full responsibility for completing and recording their homework, meet the deadlines, be organized, strive to work independently in order to be well prepared for the Diploma Programme. Please see Home learning Policy

Home Learning Timings Guidelines

Grade 6

30 - 45 minutes (Two subjects per evening)

Grade 7 - 9

45 - 60 minutes (Two subjects per evening)

Please note that all MYP students should be expected to read 30 minutes per night in addition to any other home learning. These 30 minutes of reading are not included in the above times.

School Property

We are very proud to offer students a great green learning environment, while we teach students about sustainability, recycling, reusable energy, waste etc. Whether we are teaching students here at Fairgreen School, the surrounding areas or outside on a school trip we still care for our environment and would like to keep good care of it. Therefore, students who deliberately damage school property or when on a school trip will be sanctioned and charged. This includes but are not limited to library books, text books, school materials, school furniture, walls, outside area, or any other school property or equipment. Students who cause such damage will be responsible to cover all cost to repair or replace.

Lockers

Fairgreen International School provides lockers for all MYP students. Students will receive a combination code for their lockers this will ensure they use them to secure any valuables brought to school although FIS accepts no responsibility for valuables brought to school by a student.

Students are responsible for keeping it clean and tidy at all times. The lockers are school property and in the event of misconduct, academic dishonesty or unrelated school affairs teachers or the school management reserves the right to inspect the lockers. In the event of serious misuse of lockers students may lose the right to use the lockers for an extended period of time.

Electronic devices

At Fairgreen, we take a balanced approach to the use of technology. We will seek to prepare our children with the skills and attitudes they need in order to flourish in global society. This will mean periods where we intentionally disconnect from technology and experience the richness of life through our own senses, not through a camera lens, and enjoy the social interactions that are as much as ever, the cornerstones to a successful and happy life. However,

we so also stress the importance of young people using technology in an effective and ethical manner. In terms of devices researched, based on best practise, we have decided on the following:

All students enrolled in **Grades 3 through to Grade 8** will be required to bring a fully charged iPad on a daily basis, as part of their normal school routine. We propose the following specifications for the iPad to ensure a consistent learning setup and a rich experience for students:

- iPad 9.7 (Wifi, 32 GB or 128 GB, the new 6th generation iPad) - Required for students
- Apple Pencil, Keyboard, iPad Cover options, Apple Care - Optional Items

Fairgreen advocates that parents purchase the AppleCare protection package for your child's iPad. Although we will educate and promote safe and responsible iPad care, accidents can happen. The AppleCare program will allow you to quickly have damaged iPads repaired, avoiding discord over any damage, and preventing surprise repair costs.

Behaviour

Our behaviour policy is based on the principles of restitution.

Restitution - A working definition: Restitution is a process for helping students to become increasingly self-directed. Mistakes are regarded as being an important part of the learning process. Building a safe learning environment for students provides a place for both making mistakes and learning from mistakes.

Fairgreen International School has a very detailed behaviour policy, with clear expectations for students which is available for parents on our website.

In brief summary, some key point are listed below.

Being careful and safe

Being honest

Listening to others

Taking care of property

Being kind and helpful

Looking after our planet

Field Trips

As part of any Unit of Inquiry we will be venturing out on school trips, this can be around our immediate community or outside of the school campus and TSC community. Full details are sent to parents well in advance of the trips. Parents must complete the relevant forms before a child is allowed to participate on a visit. Your child will be required to wear PE uniform unless otherwise stated.

NB - Full risk assessments are completed at the planning stage of any trip.

Uniform

All students are expected to be properly groomed for school and to wear the school uniform daily unless otherwise stated by the class teacher. Girls should tie long hair back off their faces and only small stud earrings are permitted. Comfortable and flexible shoes for PE. These need to be all one colour in either black or white; or green and blue to match the Fairgreen logo.

The School uniform must be purchased from our school store:

- Khaki shorts or skirts
- Fairgreen Polo Shirt
- PE Uniform
- The Fairgreen Cardigan
- Fairgreen cap
- Fairgreen swimwear

NB: Make sure your child's uniform is labeled including jackets, caps etc.

Uniform Store

The Uniform store is opened Monday and Thursday from 8:00 am - 15:00 pm. The first week before school starts and a couple of weeks into the new academic year the uniform store will have extended working hours. Communication will be sent out prior to the dates.

Cafeteria

School lunch can be provided to children from Pre-K to Grade 8. If parents wish to purchase meals, SwissCanonica offers a variety of healthy meals throughout the week.

KG1 to Grade 8 will eat their purchased or packed lunch in the school cafeteria. If you wish to purchase meals this is done through SwissCanonica.

Students can also bring in cash and purchase their own meals or snacks.

An email will be sent out with a link for parents to be able to order hot meals every day. The rate is AED 20/meal inclusive of VAT. If you require assistance, please contact SwissCanonica's Team directly at fairgreen@swisscanonica.ae

Lost property

Lost property are located at the reception on the ground floor and will be stored there until end of each half term. These are given away to local charities if not claimed. Students are reminded to check the lost property in advance. For any valuable Items that may have been misplaced whilst at school please speak to Reception as these items are kept securely until they are claimed.

Please make sure all items are labelled with your child's name.

Contact details

Fairgreen Reception

971 4 875 4999

Admissions

971 4 875 4999 ext. 3510

admission@fairgreen.ae

Accounts

971 4 875 4999 ext. 3540

accounts@fairgreen.ae