



**GEMS**

مدارس جيمس السعودية العالمية - الظهران  
**Saudi International Schools**  
DHAHRAN

Dear Middle School Students and Parents

Welcome to GEMS Saudi International Middle School!

The Middle School years are an exciting and challenging time of life as students are growing and developing in many ways. As we bridge the gap between childhood and adolescence, students will experience both an opportunity and need for greater independence. With greater independence comes an increase in responsibility. It is the goal of the Middle School staff to develop student agency in order to achieve future success.

Our diverse school community serves to enrich the learning environment and promote an understanding and acceptance of cultural differences. The Middle School Team at GSIS work together to create an enriched American curriculum that will both challenge and support students.

In the Middle School, we believe that students must develop academically, emotionally and socially. We strive to maintain a positive school climate by celebrating the achievement and success of each student. All members of our community are committed to nurturing the whole child.

We look forward to getting to know students and parents in the coming year.

*Carri Thatcher*

**Carri Thatcher**  
**Superintendent**



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## **1.0 GSIS MISSION/PHILOSOPHY/GOALS**

### **1.1 MISSION**

GEMS Saudi International School (GSIS) will be a vibrant community, deeply rooted in a culture of kindness that creates and empowers leaders and independent thinkers with integrity, character, and drive.

Our school is committed to the highest standards of academic excellence and dedicated to providing the best possible education for our students. This will be achieved by developing the knowledge, attitudes, and skills essential for self-directed, life-long learning. GEMS Saudi International School, Dhahran seeks to equip students with the skills necessary to thrive in a rapidly changing world. A focus will be on analytical thinking, problem solving, creativity, collaboration, communication, ethics, action, and accountability, all essential skills for students succeeding in the workplace of the future.

GEMS Saudi International School, Dhahran aims to provide an education system for a globally competitive knowledge economy, ensuring learning encompasses creative, moral, social, experiential and entrepreneurial dimensions.

### **1.2 IDENTITY STATEMENT**

GEMS Saudi International School (GSIS) offers an enriched American curriculum culminating in the American High School Diploma as well as offering the Advanced Placement Program (AP). Beyond its rigorous academic program, GSIS prepares students to lead successful lives through the exceptional diversity of its community and extra-curricular experiences that contribute to the development of the whole person.

### **1.3 CORE EDUCATION VALUES**

GEMS Saudi International School (GSIS) is a GEMS Education school. Academic performance is important for many reasons. It can open the door to opportunity and pave the way for future success, both in higher education and professionally; however, we believe a values-based, international education is of equal importance.

Our values-driven international education is expressed through core values which are woven into every academic and extracurricular activity at GEMS schools. We live and breathe four values that form the basis of everything we do. They include:

- Leading Through Innovation
- Pursuing Excellence
- Growing by Learning
- Global Citizenship

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at our top private schools learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

Commitment to the core educational values of world citizenship, universal values, leadership qualities and forward thinking is aimed at helping students realize their full, all-round potential.

How we live our Core Values everyday:

**1. Leading Through Innovation** - Find the courage to challenge convention.

- We dare to dream of the possibilities.
- No idea is too small or too large if it makes things better for our learners and our people.

**2. Pursuing Excellence** - Work to continually exceed expectations.

- Just as we set educational standards for our schools, we ensure that everything we do is delivered to a high standard.
- We go the extra mile for our students and our colleagues.

**3. Growing by Learning** - Strive to develop your potential.

- Along with our students, we never stop learning.
- Each and every one of us has the capacity for leadership.

**4. Global Citizenship** - Making an active contribution to your local and global community.

- We respect and celebrate our diversity and recognize that there are many things that unite us all.
- We make a difference in our local communities so that we can build a sustainable planet to share.
- We build bridges of knowledge, push boundaries and unite young people.
- We aim to produce not just great students, but great people who live with honesty, confidence and integrity.

## **2.0 THE MIDDLE SCHOOL STAFF**

The Middle School consists of Grades 6-8. As a developing KG to Grade 12 school we will have a wide variety of faculty, administration, and support staff to serve the needs of the students and parents in all aspects of each student's education. This team is currently comprised of the Superintendent, Director of Teaching and Learning, KG/Elementary Principal and an extensive team of highly qualified Academic and Administrative staff. Naturally this team will grow as the school expands and a Middle/High School Principal will be appointed.

### **GENERAL INFORMATION**

#### **2.1 MIDDLE SCHOOL SCHEDULING**

Scheduling for middle school students allows students to experience a rich curriculum including specialists subjects such as Visual Art, Physical Education, Swimming, Arabic Studies and Islamic Education. The schedule is the same each week but the point of difference in Middle School is that students go to the teacher's classrooms for each subject. The purpose of this is to develop time management skills; accountability and a sense of autonomy. Middle School students also have a Homeroom teacher who they check in with every morning for 15 minutes; this is where updates and

information is shared with student and team building activities take place related to the GEMS Core Values.

## **2.2 MIDDLE SCHOOL HOURS**

School day begins at 7:00am and ends at 1:45pm. Classrooms are open to receive students at 6.55am. **Students will be marked late after 7:15am.**

Thursdays are an Early Release day where school ends at 12:45pm.

The hours for after-school activities may vary but most activities start at 2:00pm and finish at 3:00pm; these will include **Homework Classes** as well as Clubs.

## **2.3 ASSEMBLIES**

Middle School assemblies will be held weekly. Assemblies allow us to connect our learning community, celebrate student success and promote school spirit. Through these events, our students develop confidence and competence sharing with others, in addition to learning appropriate audience skills.

## **2.4 DAILY UNIFORM**

A uniform is required in all GEMS Schools. Please refer to the GSIS website for further details.

Alternative dress is acceptable on designated **Special Days** and occasions such as national celebrations. Details will be announced as they occur throughout the year with Administrative approval.

**Please ensure that all of your child's clothing is clearly labelled with his/her name.**

## **2.5 ABSENCES**

Every day is an important learning day as our teachers create authentic and meaningful learning opportunities for their students. As such, it is important that children are present regularly throughout the year. While the life opportunities extended holidays and vacations permit, they do interrupt and impact students' educational progress. If a child is absent for more than half of a school semester, a fully-graded report will not be issued for that semester.

## **2.6 LATES**

The building doors are open at 6.30 a.m. and students can proceed straight to the classroom as Homeroom begins at 7.00am. Punctuality shows respect for others, classmates, and teachers. Late arrivals affect not only the student who is late but disrupts the entire group. Late arrivals are recorded and appears on the quarterly report. Parents are requested to emphasize the importance of being on time with their children.

When your child will be late or absent from school, please email your child's teacher to notify him/her. All unexplained absences will result in an email home confirming the absence and safety of your child.

Students who arrive late will only be admitted to class if they obtain a late slip from the Elementary Office. Late slips are handed out after 7:15am and should be presented to the class teacher.

## **2.7 DISMISSAL**

All students in the Middle School will be dismissed at 1.45pm from Sunday to Wednesday and 12.45pm on Thursday. These times may change as the school student population increases to ensure the safe exit and pick up of all students; but you will be informed well ahead of time if this is required.

One the days that we have Homework Classes and Clubs the students will be dismissed at the regular time and have a 15 minute break before the After-School Activities Program (ASAP) begin at 2.00pm. Dismissal from After-School Activities Program (ASAP) will be at 3.00pm.

All students must be picked up by 2.00 pm; exceptions being Thursday when it should be 1.00pm OR if they have an After-School Activities Program (ASAP) and then it is 3.00pm.

Middle School students are expected to have developed a level of responsibility that allows them to remain outside their designated gate to be collected. If the student requires assistance there will always be a staff member on duty to provide support and guidance.

All bus students will be walked to their designated busses and supervised by a GSIS staff member. Students participating in the After-School Activities Program (ASAP) will also be walked to their designated location by a GSIS staff member.

## **2.8 PLANNED ABSENCES OUTSIDE SCHOOL HOLIDAYS**

It is the school's philosophy that attendance in class is of extreme importance. There are times, however, when an absence is unavoidable. In such cases, the parent is responsible for contacting the school. Assignments and examinations may not always be available in advance and may have to be completed upon the student's return.

## **2.9 WITHDRAWAL PROCEDURES**

Parents should notify the Principal, Front of House (FOH), and the teacher as far in advance as possible of the withdrawal date. Parents are responsible for completing a Transfer Certificate form which will be available on the GSIS Parent Portal; this will begin the clearing process and final paperwork. A two-week notification is recommended.

The Front of House (FOH) coordinates the gathering of appropriate records and ensures that the Principal, Classroom teacher, library, Business Office, and Counselors have cleared the student's withdrawal. Parents will be notified in the case of outstanding books, fees, and/or fines. Records are not released by the school until all items are cleared.

## **2.10 CAMPUS SECURITY**

GSIS guidelines for safety and security are detailed in a Security/Emergency Manual that is used by all GSIS staff to ensure uniform, orderly, and timely responses to emergencies. Advisors teach emergency procedures for building evacuation and relocation to a safer area of the school. Drills are practiced so

that students know the appropriate responses in emergency scenarios such as a fire at school. While on school property, we encourage all parents to report any suspicious behavior or items to security.

GSIS has taken steps to increase security measures which will result in a safer school for all. These measures include:

- All parents are required to sign in when they enter the campus and display the Visitor's Pass that they will be issued at all times.
- Designated Parent parking on campus is available wishing to visit the school.

### 3.0 MIDDLE SCHOOL CURRICULUM

The formal Curriculum at GSIS is the American Curriculum delivered using the California Common Core Standards. We also offer and enriched Arabic, Islamic and Social Studies Curriculum aligned with the MOE.

The Middle School curriculum consists of both core subjects and currently one elective. The core subject areas include English, Mathematics, Social Studies, Science, Physical Education/Health, ICT, Arabic and Islamic Education. We are only able to offer Visual Art as an elective this year but as the school grows we will include electives such as Coding & Robotics, Design & Technology, Drama, French and Sports Studies.

The Middle School learning program strives to provide meaningful learning experiences for students enriched with opportunities for students to be thinkers, inquirers, innovators and responsible digital citizens. The *Essential Fluencies* of innovative learning are integrated into the whole curriculum and structured in a way that develops the skills our students need to succeed, today and in the future.

#### **Goals of the Middle School:**

The Middle School Academic Program aims to promote a culture of kindness within a structure in which learning is personalized. Our Middle School Program ensures the following characteristics are at the heart of all learning experiences:

#### **Developmentally Responsive**

Using the distinctive nature of young adolescents as the foundation upon which all decisions about school organization, policies, curriculum, instruction and assessment are made.

#### **Challenging**

Ensuring that every student learns and every member of the learning community is held to high expectations.

#### **Empowering**

Providing all students with the knowledge and skills they need to take responsibility for their lives, to address life's challenges, to function successfully at all levels of society, and to be creators of knowledge.

#### **Equitable**

Advocating for and ensuring every student's right to learn and providing appropriately challenging and relevant learning opportunities for every student.

### 3.1 STANDARDS BASED GRADING AND REPORTING

The GSIS Middle School is a standards-based school. Each subject has a set of standards which teachers report on throughout the year. Grading procedures are related directly to stated learning goals, i.e. the relevant curriculum standards or any other learning goal communicated by the teacher at the start of the course/unit.

Students are assessed on their progress towards meeting the curriculum standards. Students should always know what they have to complete to achieve the respective grade for an assignment.

Behaviors are assessed separately from curricular standards. At GSIS, these are called Approaches to Learning (ATLs).

### 3.2 ASSESSMENT PROCEDURES

Assessment is the systematic collection, review, and use of information about student achievement undertaken for the purpose of improving learning and development. In simple terms, assessment is the measurement of progress towards learning goals.

The purposes of assessment are to provide information about student achievement to students, teachers, administrators, and parents.

Specifically, assessments provide feedback to:

- students about their achievement of learning objectives so they know how to improve.
- teachers about student progress so they can identify strengths and needs and modify teaching activities to help students achieve learning objectives.
- school administrators about student achievement so they can make administrative or curricular decisions that will help students better achieve long-term learning goals; and so they can provide staff with targeted professional development.
- parents about their child's achievement of learning objectives and identify areas in which their child needs support, encouragement, and positive reinforcement. The two types of classroom assessments are...

- **Summative** also called Assessment of Learning (AoL).

Summative assessment is provided to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period.

- **Formative** also called Assessment for Learning (AfL).

Formative assessment refers to all those activities undertaken by teachers and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they engage.

Each subject uses reporting standards to report student progress towards proficiency in the curricular standard (s) using the 4 point scale as follows:

Level	Descriptor
<b>MASTERING</b>  <b>4-MST</b>	<ul style="list-style-type: none"> <li>Learner provides compelling evidence demonstrating the transfer of concepts, knowledge and skills as indicated by the stated learning outcome (standard).</li> <li>Observable evidence of this level will include skills such as evaluating, justifying, synthesizing, proposing, and defending.</li> <li>Learning is profound and students work interdependently.</li> </ul>
<b>ACHIEVING</b>  <b>3-ACH</b>	<ul style="list-style-type: none"> <li>Learner provides sufficient evidence to securely demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard).</li> <li>Observable evidence of this level will include skills such as applying, analyzing, explaining, comparing, contrasting, organizing, and connecting.</li> <li>Learning is deep and students work independently.</li> </ul>
<b>APPROACHING</b>  <b>2-APP</b>	<ul style="list-style-type: none"> <li>Learner provides partial evidence to demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard). Additional focus and practice is needed to develop and solidify the learning outcome.</li> <li>Observable evidence of this level will include skills such as identifying, using/employing, classifying, completing, re-phrasing, summarizing, and describing.</li> <li>Learning is appropriate to level and students are starting to work independently.</li> </ul>
<b>DEVELOPING</b>  <b>1-DEV</b>	<ul style="list-style-type: none"> <li>Evidence provided by the learner has just begun to demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard).</li> <li>Observable evidence of this level will include skills such as recalling, identifying and repeating.</li> <li>Students are dependent on the teacher at this level.</li> </ul>
<b>NOT ASSESSED</b> <b>(NA)</b>	<ul style="list-style-type: none"> <li>Learner was not assessed on a particular learning outcome (standard).</li> </ul>

**Additional Codes**

NA - Not assessed during the semester W - Withdrawal

M - Modified level for understanding

### **3.3 COUNSELING SERVICES**

Counselors support teachers and administration to ensure academic and behavioral success of each student. Counsellors work with students individually, in small groups, and at the class level.

Counselors play an important role as part in identifying and monitor students who may have additional learning and/or social, emotional, or behavioral needs.

The Counselors utilize an array of approaches to accomplish these goals. They include, but are not limited to:

- Monitor results of achievement assessment, and review achievement trends of individual students, classes, and grade levels;
- Support new student assessments, including a review of past school records, an individual assessment, liaison with English Language Learning staff in the assessments of ELL students, and parent/student orientation;
- Proactively create a safe and positive school environment;
- Support implementation of Moral Education, while also facilitating the development of self-responsibility, honesty, fairness, caring behavior to others, respect for self and others, and citizenship, in home country and in the globally.
- Support core value education in world citizenship, universal values, leadership qualities and forward thinking;
- Facilitate small group counselling focused on friendship, listening, and study skills, or other areas identified by classroom teachers as beneficial to their students.
- Provide grade-level presentations/classroom presentations;
- Organize and provide parent education sessions;
- Host individual meetings with parents/and or staff;
- Provide individual counselling with students;
- Support specialist classroom staff;
- Identify tutors for Elementary students, recommend tutors to parents for students experiencing academic challenges, and maintain an external list of non GSIS staff tutors available to GSIS students;
- They may make referrals to parents for educational psychological assessments.

### **3.4 ASSESSMENT AND REPORTING**

Student progress is reported to parents throughout the school year. Progress Reports of your child's attainment against the Standards being taught in each subject will completed at the end of October and again in March. Formal Summative Assessments (Official Report Cards) go out at the end of each Semester.

### **3.5 PARENT/TEACHER/STUDENT CONFERENCES**

Parent/Teacher Conferences are held in October. These conferences are meant for teachers and parents to share information that will ensure their child has a successful year. In the new year, the school holds Student Led Conferences which are an opportunity for the students to share their work and set goals with their parents. Conferences may also be scheduled by request of either the teacher or the parents with Specialists. In addition, all teachers are available to meet with parents throughout the year, with prior appointments.

### **3.6 PROMOTION/RETENTION**

Students that successfully complete the educational requirement of each grade level are promoted to the next grade level at the end of the year. Students that may need additional time to develop the skills needed for a grade level may be retained. Discussions will be held with the parents and the classroom teacher as soon as concerns about a student's success become apparent. The Counselor and Principal will also be involved in this decision where learning difficulties are indicated.

### **3.7 HOMEWORK PHILOSOPHY**

When homework is an engaging and relevant learning activity that is purposefully designed and connected to learning expectations, it can positively influence student learning. High quality homework assignments can (a) improve speed and accuracy with important skills and processes, (b) activate prior knowledge, and/or (c) introduce, extend, or elaborate on new learning. Such assignments provide students with deliberate practice, which can be tailored to the needs of individual students. Effective homework assignments cultivate positive, open school-home partnerships between teachers and parents, while providing students with opportunities to create authentic products and rehearse important academic skills. Finally, time spent on homework should be appropriately balanced with the importance of personal and family wellness.

### **3.8 HOMEWORK RESPONSIBILITIES AND EXPECTATIONS**

When homework is an engaging and relevant learning activity that is purposefully designed and connected to forethought learning expectations, it can positively influence student learning. High quality homework assignments can:

- improve speed and accuracy with important skills and processes,
- activate prior knowledge, and/or
- introduce, extend, or elaborate on new learning.

Such assignments provide students with deliberate practice, which can be tailored to the needs of individual students. Effective homework assignments cultivate positive, open school-home partnerships between teachers and parents, while providing students with opportunities to create authentic products and rehearse important academic skills. Finally, time spent on homework should be appropriately balanced with the importance of personal and family wellness.

In the Middle School we follow /10 minute rule, which is that students should be assigned no more than 10 minutes of homework per grade level. So, following that rule, a 6th grade student should have no more than 60 minutes of homework per night.

In addition, teachers are encouraged to use the flipped classroom homework strategy, by inverting Bloom's Taxonomy, whereby students spend more class time on the more difficult cognitive tasks such as application and analysis and less class time on the easier tasks such as remembering and understanding.

## HOMEWORK RESPONSIBILITIES AND EXPECTATIONS

Teachers are responsible for:

- designing homework assignments that clearly articulate their purpose and expected outcome;
- sharing expectations for homework with students and parents early in the school year;
- timely regular communication that shares practices that will help families support their children;
- providing meaningful feedback;
- depending on the subject and the developmental needs, assigning homework that is appropriate to the student's age, learning style, skills and individual needs;
- teaching the skills necessary for the student to complete the homework independently and successfully; and
- choosing activities that promote a discussion between students and parents, when appropriate.

Students are responsible for:

- ensuring they clearly understand homework, including assignments, criteria, and timelines;
- asking for clarification and/or help when homework assignments or the expectations are unclear; and
- regularly completing assigned homework in a timely manner to the best of their abilities.

<b>Recommended Homework Minutes per night</b>	<b>Types of Homework</b>
Grade 6 - approximately 60 minutes Grade 7 - approximately 70 minutes Grade 8 - approximately 80 minutes	<ul style="list-style-type: none"><li>● Practice/Review/Preparation<ul style="list-style-type: none"><li>● Skill/Integration</li><li>● Extension/Enrichment</li></ul></li></ul>

The family is responsible for:

- providing an environment, including uninterrupted time and a workplace, for homework to be done;
- providing encouragement and appropriate support without doing the homework for their child;
- providing a healthy balance between homework, co-curricular activities and family commitments;
- using discretion to determine an appropriate amount of time spent on homework (based on grade level guidelines);
- contacting the classroom teacher if their child is not consistently able to do the homework by him/herself or in a reasonable amount of time; and
- encouraging their child to develop a positive work ethic and a sense of responsibility.

### 3.7 STUDENT PLANNER / DIARY

To support organization each student is given a Student Diary which should be brought to all lessons. Homework assignments or other reminders should be recorded. Teachers may also use the planner to record notes to parents. Parents are requested to sign their child's planner weekly. If a student misplaces or damages their planner they are expected to replace it at their own cost.

### 3.9 ACADEMIC AWARDS

The Middle School strives to recognize our students' accomplishments throughout the year. These are acknowledged during assemblies in a variety of ways.

## **4.0 STUDENT GUIDELINES AND RESPONSIBILITIES**

### **4.1 BEHAVIORAL PHILOSOPHY**

The Middle School believes that all students should have the opportunity to develop to their fullest potential. We believe our school must guide students as they become progressively more self-disciplined, responsible learners, cooperative and able to work independently.

The Middle School will provide a positive learning environment that is developmentally responsive to the social and academic needs of students. This environment, both in and out of the classroom, encourages a wide range of learning experiences while emphasizing basic skills.

Finally, the Middle School encourages close collaboration and partnerships with students, parents, and faculty. It is these partnerships which will facilitate successful transition of students from the Middle School through to the High School.

### **4.2 RIGHTS AND RESPONSIBILITIES**

The following is a statement of responsibilities and rights at GSIS Middle School. It is through mutual acceptance of responsibilities that rights exist and that guidelines are followed.

- EVERY STUDENT HAS A RIGHT to an appropriate education.
- EVERY STUDENT HAS A RIGHT to a positive learning environment.
- EVERY STUDENT HAS A RIGHT to a safe and secure school environment.
- EVERY STUDENT HAS A RIGHT to expect reasonable and socially responsible behavior from others.
- EVERY STUDENT HAS A RIGHT to be part of a school of which they can be proud.
- EVERY STUDENT HAS A RESPONSIBILITY to respect the safety of others and to deal with conflict in an appropriate manner.
- EVERY STUDENT HAS A RESPONSIBILITY to treat themselves and others with respect by speaking and acting in a socially responsible manner.
- EVERY STUDENT HAS A RESPONSIBILITY to take pride in the school by helping maintain the campus, the buildings and related equipment.
- EVERY STUDENT HAS A RESPONSIBILITY to follow class rules.
- EVERY STUDENT HAS A RESPONSIBILITY to be prepared to learn.
- EVERY STUDENT HAS A RESPONSIBILITY to respect the reputation and good names of others.
- EVERY STUDENT HAS A RESPONSIBILITY to abide by all the expectations and regulations set out in the GSIS Student Code of Conduct.

### **4.3 MIDDLE SCHOOL BEHAVIOR AND STUDENT MANAGEMENT**

Students are expected to conduct themselves, both on and off campus, in a manner which reflects well on themselves, their school, their families, and their countries. The Superintendent and/or the Principal reserves the right to take appropriate disciplinary action in the case of violation of these standards.

Our Middle School philosophy is underpinned by a restorative approach to discipline. Restorative practices in school brings persons harmed by inappropriate behavior and the person who harmed them, along with affected community members, together in dialogue that aims to build understanding, explore how the actions have impacted those involved, including the community, and

develop agreements for what will be done to make things right. The result: truly meaningful justice for all involved.

Restorative practices in schools are based on restorative justice principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harms by bringing together those who are affected by inappropriate behavior in a dialogue to address concerns, achieve understanding, and come to an agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning.

Source: <http://restorativeresources.org/>

With cooperation from students, staff and community, the Middle School will follow a **Progressive Scale of Behavior Management** meant to allow students to develop positive proactive behaviors for life and learning.

The school expects parents to support its authority and to direct any questions regarding an action taken by the school to the particular teacher or Principal involved without delay.

The Principal reserves the right, where in their opinion sufficient cause exists, to suspend from school, any student who has demonstrated that she/he is unwilling or unable to comply with the school's behavior guidelines. In extreme circumstances the Principal, in discussion with the Superintendent, may review a child's placement at GSIS.

Mutual respect and consideration, whether inside or outside the classrooms, guides all of our interactions with others. To help maintain and foster the aforementioned respect, all students, teachers and parents are expected to model the following behaviors:

- Treat people and property with dignity and respect
- Participate actively in the learning process
- Complete assignments within the agreed time frame
- Exhibit a positive attitude
- Act responsibly and honestly
- Arrive at school punctually and prepared to learn
- Use appropriate language.

There are a few specific expectations that will also help community life. Students should not:

- Disrupt classes with unacceptable behavior
- Be absent from class without the permission of a teacher
- Leave school grounds without permission
- Bring to school: weapons (real or any resemblance).

Please note that violations of the standards of basic conduct can result in immediate suspension from school, specifically:

- Violence or bullying
- Stealing
- Purposeful destruction of property.
- Bringing illicit or banned substances to school

We believe that a positive academic and social climate is necessary for student success in school. We also believe that responsibility for establishing this climate must be shared by each student, parent and faculty member.

We promote students following reasonable rules; it assists students to understand their purpose in the school community. In doing so, our students are expected to make the appropriate decisions necessary which demonstrate maturity and productivity.

Disregard of rules and regulations in this handbook may result in detention, suspension and/or expulsion.

**Note:** Any behavior or activity undertaken outside GSIS, that is illegal or brings disrepute to GSIS, may result in **suspension** or **expulsion** from school.

#### 4.4 BEHAVIOUR LEVELS AND CONSEQUENCES

##### ***RESPECT SELF, RESPECT SCHOOL AND RESPECT OTHERS***

**Level 1** - Level one behaviours are typically dealt with by teachers. Level one focuses on primary behaviours and immediate solutions.

*These **examples of behaviors** merely serve as an illustrative guide and are not limited to the list below:*

Examples of Level 1 Behaviours	Examples of Level 1 Consequences
<ul style="list-style-type: none"> <li>● Disrupting hallway, class and/or school functions</li> <li>● Poor Sportsmanship</li> <li>● First time Dress Code violation</li> <li>● Disrespect</li> <li>● Inappropriate use of language</li> <li>● Homework infractions</li> <li>● Littering</li> <li>● Chewing gum</li> <li>● Pushing or tripping</li> <li>● Inappropriate display of affection</li> <li>● Low level teasing</li> <li>● Reoccurring unexcused tardies</li> <li>● Off task behaviours including:               <ul style="list-style-type: none"> <li>◇ Chat/text messaging and using social networking sites (ex. Snap chat during class time)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Student will receive a warning</li> <li>● The student will be reminded of the behaviour agreement and encouraged to modify his/ her behaviour accordingly.</li> <li>● Continued disruptive behaviour in class, playground or extracurricular activities will result in parent conferences, detention, and other forms of restorative actions.</li> <li>● Key restorative questions will be asked.</li> </ul>

<ul style="list-style-type: none"> <li>◇ Viewing websites that are not part of the assigned class work.</li> <li>◇ Gaming during class</li> <li>● Inappropriate use of electronic devices</li> <li>● Neglecting requested parent signatures</li> <li>● Interfering with others learning</li> <li>● Misbehavior as determined by teachers and/or school administration</li> </ul>	
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**Level 2** – These behaviors are moderately serious behavior concerns or repeated Level 1 misbehaviours. Logical consequences for Level 2 breach of conduct will be decided by the School Principi in consultation with the classroom teacher. A record of the incident will be recorded. Parents will be notified by the Grade or Subject teacher as required.

*These examples of behaviors merely serve as an illustrative guide and are not limited to the list below:*

Examples of Level 2 Behaviours	Examples of Level 2 Consequences
<ul style="list-style-type: none"> <li>● Repeating Level 1 Behaviours</li> <li>● Academic dishonesty</li> <li>● Continued Dress Code violations</li> <li>● Aggressive or constant teasing</li> <li>● Repeated pushing/tripping</li> <li>● Disrespect of property</li> <li>● Offensive emails</li> <li>● Dishonesty</li> <li>● Indirect bullying</li> <li>● Downloading programs and games that interfere with student learning or Acceptable Use Policy (This includes sharing games via USB sticks)</li> <li>● Sending unwanted and/or offensive (e)mail or messages (e.g. via chat)</li> <li>● Plagiarism</li> <li>● Viewing offensive material</li> <li>● Violation of technology Acceptable Use Policy (Eg. Unauthorized online gaming, web browsing, etc)</li>   <li>● Possession of items that are deemed unacceptable in school</li> </ul>	<ul style="list-style-type: none"> <li>● Restriction of privileges and activities</li> <li>● Making up for missed work at lunch times, after school or at home</li> <li>● Mediation sessions</li> <li>● Individual counselling</li> <li>● Parent contact/conference and involvement</li> <li>● Individual behaviour chart/plan</li> <li>● Home-school reporting system (via email, behaviour chart or Student Planner)</li> <li>● Detention <ul style="list-style-type: none"> <li>● Confiscation of unacceptable items</li> </ul> </li> </ul>

**Level 3** - Level 3 behaviors are serious breaches of the GSIS behaviour expectations and/or repeated behaviours of Level 2. A record of the incident may be recorded on the student’s file. The Principal in consultation with the classroom or duty teacher would initiate a follow up with the student involved and decide on appropriate consequences. Parents will be notified by a member of the Middle School Senior Leadership Team.

*These examples of behaviors merely serve as an illustrative guide and are not limited to the list below:*

Examples of Level 3 Behaviours	Examples of Level 3 Consequences
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<ul style="list-style-type: none"> <li>● Repeated Level 2 behaviours</li> <li>● Deliberately defacing property</li> <li>● Compromising safety for self and/or others</li> <li>● Blatant or repetitive defiance of a staff member</li> <li>● Theft of property</li> <li>● Vandalism</li> <li>● Fighting</li> <li>● Identity Theft/Impersonation of staff and/or student online or through Social Media</li> <li>● Violation of technology Acceptable Use Policy E.g. Sharing or taking unauthorized photos or recording video of others.</li> <li>Hacking</li> <li>● Encouraging/Provoking Unlawful Behaviour</li> <li>● Bullying- Physical/Verbal</li> <li>● Skipping Class</li> <li>● Purposeful cyber bullying with malicious intent</li> </ul>	<ul style="list-style-type: none"> <li>● Individual counselling, with on-going instruction in personal and social development.</li> <li>● Mediation sessions</li> <li>● 3-way conference between administrator, student and parent</li> <li>● Individual behaviour plan/chart</li> <li>● in consultation with Counselor, Home-school reporting system (via email, behaviour plan or student planner)</li> <li>● Behaviour Contract</li> <li>● School-based community service</li> <li>● Replacement/ repair of damaged property</li> <li>Restriction of privileges and activities</li> <li>● Internal or external suspension</li> <li>● All actions taken with regards to the Behavioral Protocols and expectations are decided by the Middle School Leadership Team.</li> </ul>
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**Level 4** - Level 4 behaviors are the most serious breaches of the GSIS behaviour expectations and/or repeated behaviours Level 3. A record of the incident will be recorded on the student's file. The Principal in consultation with the classroom or duty teacher would initiate a follow up with the student involved and decide on appropriate consequences. Parents will be notified by a member of the Middle School Senior Leadership Team.

*These examples of behaviors merely serve as an illustrative guide and are not limited to the list below:*

<b>Examples of Level 4 Behaviours</b>	<b>Examples of Level 4 Consequences</b>
<ul style="list-style-type: none"> <li>● Repeated Level 3 behaviours</li> <li>● Smoking (including tobacco products and electronic cigarettes)</li> <li>● Possession Drugs/ Alcohol on campus</li> <li>● Physical intimidation or verbal abuse towards a staff member</li> <li>● Possession of weapons</li> <li>● Altering or tampering with school records</li> <li>● Gross or flagrant violation of school guidelines that endangers the reputation of the school or other students</li> <li>● Gross violation of technology Acceptable Use Policy.</li> </ul>	<ul style="list-style-type: none"> <li>● Individual counselling, with on-going instruction in personal and social development.</li> <li>● Mediation sessions</li> <li>● 3-way conference between administrator, student and parent</li> <li>● Individual behaviour plan/chart</li> <li>● In consultation with Counselor Home-school reporting system (via email, behaviour plan or Student Planner)</li> <li>● Behaviour Contract</li> <li>● School-based community service</li> <li>● Replacement/ repair of damaged property</li> <li>● Restriction of privileges and activities</li> <li>● Internal or external suspension</li> <li>● Referral to Principal for possible dismissal or non renewal</li> <li>● All actions taken with regards to the Behavioral Management Procedures are decided by the Middle School Leadership Team.</li> </ul>

#### **4.5 LEAVING CAMPUS**

Students are to remain on campus at all times during the school day. If students must leave because of illness, the school nurse will call the parents. Students may not excuse themselves from campus. If a parent wishes to take their child out of school before the regular dismissal time, the parent must notify the School and teacher as soon as possible. The FOH will issue a 'release note' at the designated time/day; this will allow the parent to collect their child from the class. **Parents cannot go directly to the classroom during instructional time.**

#### **4.6 DAMAGE TO SCHOOL**

Students will be charged for all school property that is lost or damaged.

#### **4.7 SCHOOL RESOURCES AND SUPPLIES**

School resources are provided to all students on a loan basis. Students are responsible for books checked out by them and must pay for lost or damaged books. Students will also be charged for deliberate damage (including writing and graffiti) to books.

#### **4.8 SCHOOL TEXT BOOKS AND WORKBOOKS**

Once Text Books and Workbooks have been distributed to students any cost related to damage or replacement is the responsibility of the parent. The school does not replace Text Books and Workbooks for free.

#### **4.9 PHYSICAL EDUCATION (PE) CLOTHING**

Each student must have an appropriate uniform and shoes for PE, including swimming, as per the uniform requirements.

#### **4.10 LOCKER/CUBBY**

Each student in Middle School has a locker/cubby allocated to them upon arrival at GSIS. Students are not allowed to use locks as younger students often find it difficult to manage keys or combinations. Students should not keep any valuable items in the locker as GSIS will take no responsibility for any valuables, money, mobile phones, games, etc. that are lost at school.

#### **4.11 NUTS, CANDY, CHEWING GUM, CARBONATED DRINKS AND COFFEE**

Students in Middle School are expected to self-manage any form of allergy with the support of the School Nurse when required. GSIS does not serve any nuts in our cafeteria through our caterer Slices. Parents have been informed about our new nut free policy. The school has installed EpiPen cases to ensure that they are in close proximity to classrooms, as well as any key areas of activity for students who suffer from extreme allergic reactions.

In an effort to maintain our facilities, GSIS is a gum free campus. Candy and carbonated drinks are not permitted for sale on campus..

#### **4.12 POOL/GYMNASIUM SAFETY**

Students are expected to abide by all pool and gym safety procedures explained by adults and supervisors.

#### **4.13 ACADEMIC HONESTY**

Honesty in schoolwork requires that students do their own work. Students are expected to give credit to ideas, language or thoughts which are not their own. To take ideas, writing, or thoughts from someone else and pass them off as one's own is called plagiarism and is a violation of academic honesty. This can occur with print or non-print sources such as the Internet. GSIS regards acts of academic dishonesty as a serious violation of the community's trust. Students who commit academic dishonesty will face serious consequences. If the offense is repeated, a student could be asked to leave the school. Any violation or suspicion of violation will be reported to the Principal immediately.

##### ***Plagiarism***

*Submitting words or ideas that are not your own without acknowledging the original author. This includes copying another student's paper, report, lab book, or assignment in whole or in part and submitting it as your own to a teacher or examiner. A superficial change of wording, structure, or conclusion is not sufficient to turn aside the charge of plagiarism.*

### **5.0 RESPONSIBLE USE AND POLICY GUIDELINES**

#### **5.1 TECHNOLOGY - ACCEPTABLE USE POLICY**

The intent of this policy is to give an overview of the acceptable and unacceptable use of these resources without exhaustively listing all possible uses and misuses. These guidelines are meant to define and enhance ethical, moral, and educational uses of the school Network and the Internet and provide procedural information.

We believe our school's technology offers vast, diverse, and unique resources to both students and staff. While our intent is to make Network and Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, vastly exceeds any disadvantages. Families should be warned that some materials accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

GSIS and its staff will not be responsible for any damages suffered including but not limited to the loss of data or interruption of services, nor is the school responsible for the accuracy or quality of the information obtained through or stored on the system. In addition, no responsibility will be taken for any financial obligations that come from the unauthorized use of the system.

## 5.2 PRIVILEGES, RIGHTS, RESPONSIBILITIES

1. Access to the school Network and the Internet is a privilege and vary according to the age/grade of the student.
2. All students will be required to submit a parental consent form prior to activation of the student's access privilege.
3. The generally accepted rules of Network Etiquette will be followed.

## 5.3 ACCEPTABLE USE

1. All students will have access to the school Network and to the Internet.
2. Your right to free speech applies to your communication on the Internet. However, you should expect only limited privacy since Internet traffic can be tracked on the school's server. Network administrators, your teachers, and parents have the right at any time to request to see the content of your files.

## 5.4 UNACCEPTABLE USE

1. Students will not attempt to gain unauthorized access to the school Network or any other computer system.
2. Students will not attempt to compromise the system or destroy data by spreading computer viruses.
3. Students will not attempt to solicit funds for personal use, school use, or otherwise using the school's technology resources.
4. Students will not send or display offensive messages or pictures or use obscene language using the school's technology resources.
5. Students will not access websites that contain materials which are considered pornographic, violent, or insult/degrade the Kingdom of Saudi Arabia regarding religious and cultural beliefs.
6. Students will not engage in political campaigning or lobbying using the school's technology resources.
7. Use of email and chat rooms is limited to educational projects only and under supervision of a staff member.
8. Students will not add or alter any computer program nor will they download programs, games, audio, or video files from the Internet.

## 5.5 CONSEQUENCES OF VIOLATIONS BY STUDENTS

- **First violation:** device taken by the teacher for the remainder of the day.
- **Second violation:** device taken for a time determined by the teacher (greater than one day). Parents called.
- **Third violation:** device taken away by the teacher. Student will meet with grade level administrator and parents called in to meet with student, teacher and grade level administrator. Denial of access to the network for a length of time to be determined and suspension or possible expulsion will be determined after this meeting.

Please note that the level of discipline issued may vary from the above outline, based on the severity of the incident; specifically, some of the previous steps may be bypassed depending on the situation.

## **5.6 COPYRIGHT**

Copyright laws apply to electronic publishing (web pages) in addition to print publishing. Web page developers must have written permission to publish information, graphics, or photographs on their pages when they are not the copyright owners.

## **5.7 STUDENT SAFEGUARDS**

Any student information communicated via GSIS web pages will comply with GSIS Policies on data privacy and public use of school records.

Web pages shall not include any student's surname, phone number, street address, or email address, the names of any student's family members or friends, or any information that indicates the physical location of a student at a given time, other than attendance at a particular school or participation in school activities.

School maps may only identify venues used by the public, such as the main office, cafeteria, gym, athletic fields and parking lots.

## **5.8 PHOTO USAGE/IDENTIFICATION**

Photographs published on web pages may not identify individual students by name without permission.

## **5.9 GUIDELINES FOR IPAD USE AT HOME AND IN THE CLASSROOM**

To be developed

## **6.0 STUDENT SERVICES**

### **6.1 LIBRARY MEDIA CENTER SERVICES**

To be developed

### **6.2 LIBRARY ADMINISTRATIVE GUIDELINES – MIDDLE SCHOOL**

1. Middle School students may check out three library resources at a time. Items are checked-out for two weeks.
2. Students cannot check-out books or other library items on their parent's library account unless written instructions from the parent is given to the library.
3. If a student or parent has overdue items, library materials cannot be checked out until the overdue item/s are returned. Students can return library materials anytime or any day during the library open hours: before or after school, during recess, etc.
4. Books and other library materials must be returned on time. Students or parents that have library materials that are long overdue will be sent reminders via their child's passport.

5. Library materials that are lost need to be either 1) replaced with the exact title, or 2) paid for so it can be reordered. The patron will be billed the cost of the book/s, plus 25% for processing, shipping and handling. If the book/s are found within six weeks of payment, the amount paid will be returned to the patron. The book/s could also be replaced with the **exact** title book that was damaged, or, with approval from the librarian, another new book may be used.
6. Damaged books that cannot be put back into the collection will need to be replaced. The patron will be billed the cost of the book/s, plus 25% for processing, shipping and handling. The book/s could also be replaced with the **exact** title book that was damaged, or, with approval from the librarian, another new book may be used.
7. Books and materials may be collected for inventory at various times during the year; usually before winter break and/or at the end of the academic year. Report cards and transfer certificates will not be issued unless and books or materials are cleared.
8. Students who withdraw early must return library materials so their clearance form can be signed.

### **6.3 SCHOOL HEALTH OFFICE**

There is one School Health Office at GSIS. Health Office has a qualified School Nurse who is responsible for administering first aid, treating minor ailments, health education, updating vaccinations and medical information, and liaising with the Department of Health and Medical Services.

The School Nurse will communicate with families regarding their child's Health Record. If you child is unwell or and any injured while at school the School Nurse will contact you directly.

### **6.4 HEALTH FORMS**

- Student Medical Form (Prepared by School Nurse)
- Immunization Record

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

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

### **6.5 WHEN TO KEEP YOUR CHILD AT HOME**

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

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

- Vomiting and/or diarrhea: A child with either of these problems should stay at home and return to school only after being symptom free for 24 hours.

- A temperature of 37.8c/100f. and above: Even if the temperature has been reduced with medication, please keep your child at home until they have been 24 hours without a fever.
- Conjunctivitis: Following a diagnosis of conjunctivitis (also known as “pink eye”), a child may return to school **24 hours after** the first dose of prescribed medicine.
- Rashes: Common infectious diseases with rashes are most contagious in the early stages. A child with a suspicious rash should return to school only after a doctor has made a diagnosis and the school nurse has seen your child before returning to the classroom. If you are in any doubt, please take your child to see the school nurse before s/he attends class.
- Colds: Consider keeping your child at home if s/he is experiencing discomfort from cold symptoms such as nasal congestion and/or cough.
- Sickness: If your child is sick and unable to attend school, please call or inform the receptionist at 0543077458 or preferably email the teacher. Both should be done before 7:40 a.m. She will then pass on the message to the appropriate secretary and teacher.
- Collection of a sick child: Please collect your child within **30 mins**, following a request call from a member of the nursing team.

## 6.6 SCHOOL MEDICAL EXAMINATIONS

To be finalized

## 6.7 MEDICATIONS

If your child is taking any regular medications during school hours, either on a long or short-term basis, it is necessary that these medications be given by our School Nurse for dispensing. All medications should be clearly labelled with your child’s name, medication name, dose, and time to be given. Teachers are **not permitted** to administer medication to students except under special circumstances i.e. field trips, emergencies.

Students are **not permitted** to keep medications with them in the Elementary School campus with the **exception** of personal inhalers to prevent/treat asthma attacks in some cases.

## 6.8 VACCINATIONS

To be finalized

## 6.9 FUN IN THE SUN

The sun and heat in Damman are intense. Soaring temperatures can cause rapid dehydration and sunburns. Please provide a hat that can be kept in your child’s locker to cover their heads when out in the sun and apply a high factor sunscreen every morning before coming to school to prevent sunburn and skin damage.

To prevent dehydration and overheating, please provide your child with a water bottle that can be refilled at one of our many water coolers and reinforce that your child continues to drink, drink, and

drink water throughout the day. Help us to educate your child about the potential dangers of exposure to the elements in Damman. Please label the bottle with permanent marker to ensure that it is returned to your child, in case it is lost or misplaced.

#### **6.10 CAFETERIA SERVICES**

To be finalized

#### **6.11 LOST AND FOUND SERVICES**

Lost and found items are kept on the ground floor and a cupboard outside the first floor office. Students are encouraged to check these areas frequently. Watches, jewellery, and glasses are usually kept in the Front of House (FOH). Any unclaimed items are donated to charity at the end of each semester.

#### **6.12 BUS TRANSPORTATION SERVICES**

To be finalized

#### **6.13 BUS BEHAVIOR GUIDELINES**

All Bus services used by GSIS students, including those that are independent of GSIS, have established rules to ensure safety on the buses. Parents are advised to review these rules with the child.

#### **STUDENT RESPONSIBILITIES**

1. Students **MUST** treat the school bus monitor and bus driver with the same respect as they would their teachers.
2. Students **MUST** remain seated and wear their seatbelts throughout the bus journey, regardless of whether the bus is moving or still.
3. Students **MUST** be respectful at all times.
4. Students **MUST** speak quietly throughout the bus journey.
5. Students **MUST** be sitting forward on their seats at all times.
6. Students **MUST** keep the aisles and walkway clear at all times.
7. Students **MUST** report problems to the monitor and/or bus driver.
8. Students **MUST** be courteous when getting on and off the bus.
9. Students **MUST** only travel on their designated bus.
10. If a temporary change is required, students **MUST** inform those involved (parents/school).
11. Students **MUST** be ready and on time for both departure and pickup.
12. Students **MUST** keep window curtains closed at all times.

***GSIS expects students to behave in a manner that is in line with the school's behavior expectations when riding on any bus. Any incidents that occur on the bus should be reported to the bus driver and Front Of House (FOH) Staff for immediate follow-up in consultation with Elementary School Administration.***

#### **6.14 ACTIVITIES**

An After-School Activities Program (ASAP) is coordinated for elementary students. An effort is made to accommodate each student's first choice of activity, with other choices being offered based upon availability.

To be finalized

## **7.0 HOME/SCHOOL COMMUNICATION**

Communication between parents and school is a high priority at GSIS. Parents receive notices throughout the year about school events.

### **7.1 WEEKLY UPDATES**

Homeroom and Subject teachers will create a Weekly Newsletter that will be shared with all parents and students by Saturday of each week for the next week. Communication between parents and school is a high priority at GSIS .

### **7.2 MONTHLY NEWSLETTER**

Parents will also receive notices throughout the year about school events as well as in the Monthly Newsletter from the Superintendent shared on the GSIS website.

### **7.3 OPENING NIGHT**

On hold until further notice

In September, a 'Back-to-School Night' is held to introduce parents to classroom expectations, a description of the Grade Level Curriculum, Assessments; Homework, and other details related to the functioning of each class.

### **7.4 CELEBRATIONS/BIRTHDAY PARTIES**

To be finalized

#### **Guidelines:**

- All birthdays for the month celebrated on one particular day.
- Duration should be about 20 minutes at the end of the day.
- Encourage parents of students with birthdays to come to school with a collective approach to the celebratory snacks.
- Snacks need to be individual in nature, not a cake to be cut and distributed.
- Individual's actual birthdays may still be recognized on their birthday, but this would be teacher and student driven only.

### **7.5 PARENT SUPPORT AT HOME AND SCHOOL**

There are many ways in which parents can support the school program and their children both at home and in school.

## **7.6 APPOINTMENTS WITH SCHOOL LEADERSHIP AND COUNSELORS**

While you are always welcome in the Middle School, if you would like to discuss a specific issue, we strongly encourage you to contact our FOH Staff to schedule appointments with the School Principal or Counselor(s). If the issue concerns a particular staff member, the parent should make an appointment to discuss their concerns with that person directly via email, phone, and/or message left with the school secretary or receptionist. If after meeting with the staff member directly there is still a concern, only then should the office be contacted.

## **7.7 EXTENDED PARENT ABSENCES**

GSIS students should always have proper home supervision by a parent. If, due to an emergency, you will be out of town and your child will not be under your direct supervision, please send a formal letter to let us know who will have guardianship responsibilities.

## **7.8 GSIS PARENT ASSOCIATION (GSISPA)**

GSIS supports the development of a sense of unity and community among parents, faculty, administration, students, and staff by cooperating in different capacities to enrich the lives of the students and guide parents toward a better understanding of the aims, policies, and philosophy of GSIS. The achievement of these aims relies upon the cooperation of every parent. All parents of students enrolled at GSIS are automatically members of the Parent Association. The GSIS Parent Association will become an important part of our school community, and we encourage all parents to get involved and/or support Association activities throughout the year.

## **7.9 SHARING EXPERTISE**

Teachers welcome parental expertise on topics related to the curriculum. Parents willing to be guest speakers or to share collections and artifacts should inform the classroom teacher of their areas of interest. Parent presentations at assemblies are also greatly appreciated.

## **7.10 FIELD TRIPS**

Field trips are activities that are designated to enhance student learning. Students are expected to give the teacher in charge and all chaperones full cooperation. All school rules apply. No student is allowed to go on a field trip without a signed permission slip. We cannot accept phone permission.