



GEMS

مدارس جيمس السعودية العالمية - الظهران
Saudi International Schools
DHAHRAN

Welcome to GEMS Saudi International Schools

Welcome to the Elementary School of GEMS Saudi International School (GSIS). This Family Handbook provides information that will help you become an active member of our GSIS community. GSIS provides a broad array of enriched opportunities to learn and grow. Our teachers are enthusiastic and caring professionals who are knowledgeable of best practices in early learning and elementary education.

We believe that advocating, teaching and respecting a diversity from cultures throughout the world fosters peace, justice and global understanding. Welcoming visitors and new families to our school and sharing our holistic approach to foster the whole child is always a priority for our team.

In academics, we recognize that the elementary school years are crucial to laying the foundation for future success. Our teachers and administrators regularly collaborate to plan and present an enriched American curriculum that will be intellectually challenging and socially rewarding for your child. We seek to create a climate that fosters self-esteem by celebrating the growth and development of each student. Additionally, we encourage an enthusiasm for life-long learning by making learning an enjoyable experience.

We warmly invite you and your child to acquaint yourselves with this Family Handbook to learn about our School's policies, procedures, expectations, and opportunities.

Carri Thatcher

Carri Thatcher
Superintendent



GEMS

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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 ELEMENTARY SCHOOL STAFF

The Elementary School consists of Grades 1- 5. 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.

GENERAL INFORMATION

2.1 ELEMENTARY SCHOOL SCHEDULING

Scheduling for elementary students allows students to experience a rich curriculum including many specials such as Visual Art, Physical Education, Swimming, Arabic Studies and Islamic Education. The schedule is the same each week.

2.2 ELEMENTARY 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

Grade-level 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 a 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 Elementary 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.

Students in Grade 3 - 5 should be met by their parents/guardians at the front of the school (Gate 1). 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.

Students will remain in the Elementary Lobby until they are collected and parents contacted if after the above designated pick up times.

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 ELEMENTARY SCHOOL CURRICULUM

The Elementary School is Grade 1 through Grade 5 and seeks to create an atmosphere of respect and trust where learning is exciting and challenging, where self-confident and enthusiastic students take initiative and productively use their time, and where each child is valued as a unique individual.

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 first five years of formal schooling are critical. During this period, children develop life-long attitudes towards learning and build a foundation in Literacy, Numeracy, Science, Social Studies and Health. At the same time, they learn to work and play independently, in addition to working effectively

Goals of the Elementary School:

Through an enriched Program GEMS Saudi International School (GSIS) will:

- Establish a firm foundation in the core curricula of Literacy, Numeracy, Social Studies, Science and Health, through an inquiry-based pedagogy;
- Enrich the curriculum through age-appropriate activities in classes such as Art, Physical Education, ICT, Arabic Language and Islamic Education;
- Enable students to gain an understanding of global issues;
- Provide an environment that celebrates and promotes maximum growth and development of children;
- Instil an interest in and an eagerness for learning that permits children to realize their fullest potential;
- Recognize and respond to the individual intellectual, physical, emotional, and social developmental patterns of children;
- Provide a program of active, student-centered learning based on a progression from concrete to abstract thinking.

3.1 FOUNDATIONAL SKILLS

The teaching and learning of foundational skills in the Elementary School is delivered through integrated cross-curricular units. Students explore various topics and engage in learning opportunities tailored to their interests, as a primary process for acquiring and demonstrating new knowledge.

The Literacy program in the Elementary School integrates skills that include reading, writing, word study, speaking, listening and language usage. The development of these skills is supported through the ***Pearson English Resources*** in Grade 1 - Grade 5 as well as a variety of developmentally appropriate support materials (both digital and hard copy). Further enrichment and extension are provided through appropriate fiction and non-fiction works to gain a rich understanding of language and communication.

The study of Numeracy includes foundational computation, problem solving and real-life applications, using various tools and strategies inclusive of technology. GSIS utilizes ***Pearson Math Resources*** as a component of our math program, as well as other resources to provide concrete experiences that lead to conceptual understanding.

Our students are encouraged to exhibit an understanding of key scientific concepts and principles and develop their capacity for scientific thinking and processing through inquiry. Students study life, physical, earth and space sciences where they apply their knowledge and understanding via identifying and working towards solving real-world problems. The engineering and design cycle are an integral aspect of the problem-solving process.

In Social Studies, students are prepared to become responsible and active citizens in a global society. They inquire into topics and engage in projects linked to relevant global issues. GSIS uses a variety of instructional materials including ***Pearson Arabic Social Studies Resources*** to support the program.

The curriculum uses an inquiry model to approach four dimensions of social science: developing questions, applying discipline perspectives, evaluating evidence, and taking action.

3.2 ENGLISH LANGUAGE LEARNERS (EAL)

The GSIS Elementary School is committed to differentiated instruction to attend to the individual needs of all students. In order to inspire excellence in academics for each child, we provide an English Language Learners (ELL) program that uses the ***sheltered immersion*** model to support ELL students in the mainstream classroom.

3.4 INCLUSION (SEND)

To be developed

3.5 COUNSELING SERVICES

Counsellors 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.

Counsellors 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 MAP (G 2 - 5) 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.

3.6 ASSESSMENT

Student progress is reported to parents throughout the school year, as outlined below.

3.6.1 REPORT CARDS

Official Report Cards are issued twice a year, at the end of each semester.

Teacher comments are an important part of these reports as our teachers ensure personal narratives with specific examples are part of the reports. The Reports from Grade 1 to Grade 5 also include indicators of progress made by each student towards achieving the **curricular standards** that are developmentally appropriate for each grade level. These indicators are:

PROFICIENCY DESCRIPTORS

Level	Descriptor
MASTERING 4-MST	<ul style="list-style-type: none"> • Learner provides compelling evidence demonstrating the transfer of concepts, knowledge and skills as indicated by the stated learning outcome (standard). • Observable evidence of this level will include skills such as evaluating, justifying, synthesizing, proposing, and defending. • Learning is profound and students work interdependently.

<p>ACHIEVING</p> <p>3-ACH</p>	<ul style="list-style-type: none"> • Learner provides sufficient evidence to securely demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard). • Observable evidence of this level will include skills such as applying, analyzing, explaining, comparing, contrasting, organizing, and connecting. • Learning is deep and students work independently.
<p>APPROACHING</p> <p>2-APP</p>	<ul style="list-style-type: none"> • 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. • Observable evidence of this level will include skills such as identifying, using/employing, classifying, completing, re-phrasing, summarizing, and describing. <p>Learning is appropriate to level and students are starting to work</p> <ul style="list-style-type: none"> • independently.
<p>DEVELOPING</p> <p>1-DEV</p>	<ul style="list-style-type: none"> • Evidence provided by the learner has just begun to demonstrate the concepts, knowledge and skills as indicated by the stated learning outcome (standard). • Observable evidence of this level will include skills such as recalling, identifying and repeating. • Students are dependent on the teacher at this level.
<p>NOT ASSESSED</p> <p>(NA)</p>	<ul style="list-style-type: none"> • Learner was not assessed on a particular learning outcome (standard).

3.6.2 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.

3.6.3 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.

4.0 BEHAVIORAL GUIDELINES

4.1 PHILOSOPHY

We believe that all students should have the opportunity to develop to their fullest potential. Our school commitment is to guide students to become progressively more self-disciplined, responsible learners, able to work independently and cooperatively. We 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. We encourage close collaboration and partnerships with students, parents, and faculty. These partnerships will facilitate successful transitions by students throughout their lives.

4.2 ELEMENTARY SCHOOL MANAGING STUDENT BEHAVIOR (MSB)

We believe that a positive academic and social climate is necessary for student success. The responsibility for establishing this climate is shared by each student, faculty member and parents.

We value having students follow agreed upon expectations and guidelines, and it is important for students to understand their purpose. Part of the learning process involves making decisions and mistakes; however, we do expect that students will learn from their mistakes and demonstrate growth. The GSIS staff uses a *positive discipline* approach and a valuing of strong student integrity that focuses on looking at inappropriate behavior as an opportunity for learning and takes a restorative rather than punitive approach.

Our Discipline Philosophy:

When a child is struggling with reading, we teach strategies to read.

When a child is struggling with math, we teach strategies to solve problems.

When a child is struggling with behavior, we teach strategies to solve problems.

4.2.1 Expectations and Process

- To ensure our school is a safe and respectful learning environment, we will undertake the following with staff and students;
- School leadership will review behavioural expectations with the school.
- Teachers will review the behaviour expectations with their students.
- Teachers will build positive relationships with students and parents to proactively ensure integrity is demonstrated by all their students.
- Staff will ensure they reinforce and recognize positive behaviour.
- Teachers and counselors will work with all key stakeholders in support of behavioural issues.
- Teachers will ensure follow up by email and/or phone call (when appropriate) with parents regarding inappropriate behaviour.
- When student safety and/or continuous disruptive inappropriate behavior occurs, the School Principal will become involved.
- For behavior that involves safety issues or egregious disrespect, an in-school suspension, out-of-school suspension and/or expulsion are consequences at the School Principal and Superintendent.

4.3 SCHOOL EXPECTATIONS

4.3.1 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.**

4.3.2 DAMAGE TO SCHOOL

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

4.3.3 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.

4.3.4 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 parents. The school does not replace Text Books and Workbooks for free.

4.3.5 PHYSICAL EDUCATION (PE) CLOTHING

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

4.3.6 LOCKER/CUBBY

Each student in Grade 3 through Grade 5 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.

4.3.7 NUTS, CANDY, CHEWING GUM AND CARBONATED DRINKS

As students at this age are less able to manage their health conditions without the support of adults, the Elementary School has been designated as a nut-free environment. 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.

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

4.3.8 POOL/GYMNASIUM SAFETY

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

4.3.9 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.

5.7.1 PHOTO USAGE/IDENTIFICATION

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

5.7.2 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

6.1.1 LIBRARY ADMINISTRATIVE GUIDELINES - ELEMENTARY

1. Grades 1-5 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.

6.2 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.

6.2.1 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.

6.2.2 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 or preferably email the teacher. Both should be done before 7:15am. She will then pass on the message to the appropriate teacher.
- Collection of a sick child: Please collect your child within **30 mins**, following a request call from a member of the nursing team.

6.2.3 SCHOOL MEDICAL EXAMINATIONS

To be finalized

6.2.4 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.

6.2.5 VACCINATIONS

To be finalized

6.2.6 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.

6.3 CAFETERIA SERVICES

To be finalized

6.4 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.

6.5 BUS TRANSPORTATION SERVICES

To be finalized

6.5.1 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.

6.6 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

Classroom 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.

7.6 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.

7.7 APPOINTMENTS WITH SCHOOL LEADERSHIP AND COUNSELORS

While you are always welcome in the Elementary School, if you would like to discuss a specific issue, we strongly encourage you to contact our FOH Staff to schedule appointments with the Elementary 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.

7.8 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.

7.9 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.

7.11 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.

7.12 HOMEWORK

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

Although students often need to practice academic skills at home to master them, the best "Homework" for 4 to 8 year-olds is their active engagement in activities that help them develop socially, emotionally, and academically. Such engagement can involve play, socializing with friends and family, participating in sports or other physical activities, taking music lessons, etc. As students learn to read, we ask them to read independently nightly to improve their fluency and comprehension.

HOME LEARNING GUIDELINES

Homework that goes home should involve a connection to the classroom learning. It should enhance and reinforce concepts taught and explored. We believe any homework sent home should foster a positive interaction between child and parent where the parent can add their child's knowledge and understanding of classroom learning.

- Reinforcing of basic foundational skills can also be encouraged at home through:
- 20 minutes of reading each night (shared and independent reading activities). This time can increase in the older grades.
- Math games to reinforce addition, subtraction, multiplication and division facts.
- Journal writing.
- The use of various apps that will reinforce foundational skills and provide opportunities for the students to challenge themselves as self-directed learners.
- The best home learning is one that involves experience. The eastern provinces provides many cultural opportunities and interactive experiences for parents and students to make school learning come to life.

7.13 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.