



مدرسة جيمس الدولية - شارع الخيل
GEMS International School
AL KHALIL



2019-2020 Secondary School Handbook





Secondary School Handbook Welcome to GEMS International School - Al Khail.

Dear Parents/Guardians,

On behalf of the faculty and staff, it is my honor and privilege to welcome you to GEMS International School (GIS).

At GIS our mission is to develop lifelong learners who engage in meaningful learning experiences that build compassion, resilience and understanding of their role in our ever changing global community.

Our vision as a GEMS International Baccalaureate World School, is to provide exceptional quality education to for an international community.

GEMS International School is built around the GEMS Core Values of:

- Global Citizenship
- Pursuing Excellence
- Growing by Learning
- Learning through innovation

We are delighted to have your child join our community. We are confident that GIS will foster your child's growth and empower them to fulfill their potential, while developing a love of learning and heightened aspiration to succeed.

I would like to take this opportunity to briefly introduce myself. I have seventeen years of experience as a Principal, Headmaster or Head of School and more years than I care to mention as an educator. During my career I've enjoyed the good fortune of leading and working with top independent and international schools throughout Asia Pacific and Canada.

Having served as chairman on a number of national heads councils (for both the International Baccalaureate and Cambridge curricular) I have a great interest in academics; an interest I share with my colleagues at GIS.

As a father of three children who completed Secondary School, I am very aware of the challenges and concerns students and parents face during the different stages of the schooling years. As such, I recognise the importance of the partnership between home and school and am committed to ensuring this partnership is nurtured.

I believe strongly, that in the right environment, where students are respected and encouraged, they are capable of extraordinary achievements. I look forward to celebrating such achievements at GIS throughout the rest of the school year.

On behalf of the faculty and staff, we look forward to meeting and welcoming our new and returning GIS families and students.

Yours in Education,

Mr. Glen Radojkovich
Head of School/CEO
GEMS International School



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Overview of GEMS International School – Al Khail

Mission Statement

To develop lifelong learners who engage in meaningful learning experiences that build compassion, resilience and understanding of their role in our ever-changing global community.

Vision Statement

Providing an exceptional quality education to a international community.

Statement of Philosophy

We exist to serve the educational needs of the families living in our community and we are most successful when we personalize learning and provide memorable experiences for students and their families. We believe a holistic perspective is best and attend to the intellectual, emotional, social, physical, artistic, creative and spiritual development of each student. International education is special – featuring deep understandings, transferrable skills and in our case, the attributes of the IB Learner Profile. Our students are talented and come with high expectations; our programs must challenge, excite, motivate, and inspire high standards of scholarship – some will need extra support in order to experience success (and that is just fine). Our matriculation programs must provide effective recognizable pathways to top colleges and universities globally while preparing students for life's possibilities. Our graduates will have the opportunity to change their world and therefore need to develop the values to guide action alongside the tools to be effective.

We support our philosophy through:

- The programs of the International Baccalaureate organization
- A caring, safe, fair and inspiring learning environment for all
- A developmental, student-centered approach to learning offering support and appropriate challenge
- a comprehensive curriculum aimed at the acquisition of critical content, transferable skills and enduring understandings
- The development of independent and collaborative learning skills and self-regulation of the learning process
- Nurturing a strong sense of self-esteem, personal integrity and a respectful, caring attitude toward others
- Developing an appreciation for service, diversity and sustainability
- A purpose-built facility and access to industry standard hardware and software

The success of our program is based on:

- A culture of caring fused with a culture of high achievement
- Teamwork including collaboration with parents (parent engagement)
- Passionate, engaged teachers committed to personalizing learning (SEN, Enrichment)
- Generating and using good student data to inform interventions (flexible grouping by results)
- Student engagement, commitment and motivation
- A rich and engaging formal and informal curriculum providing for choice and personalization of learning
- Continuous learning – Professional Development (for parents too!)
- Using emerging technologies, developing new pathways to learning, inviting innovation
- Broad participation of our community



The IB Learner Profile

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

At GEMS International School - Al Khail, learners strive to be:

Inquirers

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

Knowledgeable

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

Thinker

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

Communicators

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

Principled

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

Open-minded

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

Caring

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

Risk-takers

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

Balanced

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

Reflective

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





GEMS Core Values

GLOBAL CITIZENSHIP – we believe in promoting diversity and building communities.

We respect, care and have empathy for all, accepting that we are all different but recognizing that we are all the same. We see active participation in the community, from the most local to the most global, as the foundation of a valuable life. We celebrate diversity. We take pride in being generous. We believe social, cultural, economic and environmental awareness prepare us to play our part in shaping a sustainable future for ourselves and those around us.

GROWING BY LEARNING – we believe that continuous learning is the fuel for continuous growth.

For us learning is about acquiring the knowledge, skills, behaviors and incite to expand our horizons and help us to grow. To grow, we must be open to learn. We foster the spirit of enquiry, encouraging equally creative and critical thinking. We value the mental agility to stay flexible in the face of change, adaptable in our relationships with others and nimble in our ability to put ideas into action.

PURSUING EXCELLENCE – we believe that great just isn't good enough.

We see being great at something as a starting point, not an endpoint. We believe in having high standards, and aspiring to be the best we can be. We strive to build resilience and strength of character, the moral compass to do the right thing, even when it's not the easy thing to do. We take accountability for our performance, and set ourselves goals we know we can't achieve yet, because we know that, by stretching to meet them we can get further than we imagined.

LEADING THROUGH INNOVATION – we believe the world needs more innovators.

Innovation requires bold thinking, fresh ideas and brave leadership. It's about entrepreneurship, finding better ways of doing things, and doing them. To make a real contribution to a better future we must lead individual by individual, idea by idea, taking calculated risks, spotting opportunities, and acting decisively. Knowing that, by relentlessly exploring our passions, we will open up new possibilities.



The Secondary School

Our Secondary School provides a responsive and nurturing environment. The unique needs of adolescents and young adults are addressed in this program. Learning is worthwhile and rewarding. Students learn to take initiative, to think and act with intelligence, to express ideas and feelings in a socially acceptable manner and to accept responsibility for their actions and the consequences of them. We promote honesty and integrity, develop citizenship and leadership skills.

The Secondary program is based on the IB MYP and IB DP program and a range of international standards and benchmarks, with a focus on deep understandings and transferable skills. The core academic program intends to build skills and understandings around literacy, numeracy, creativity and sustainability. This core is supplemented by instruction in art, music, information technology, world languages and physical education.

The School Day

Timetable/scheduling

GIS Secondary School follows a five day, five period timetable. The lesson duration on a regular day is 65 - 90 minutes. An example schedule can be seen in figure 1.

Tuesday early release

We operate an early release on Tuesdays and the school hours and timetable alter to accommodate this; lesson length is 45 minutes with period 1 remaining at 90 minutes.

Figure 1. Timings for GIS Secondary School - Regular schedule

Regular day timings	
8:15 - 9:00	Period 1
9:00 - 9:45	Period 2
9:45 - 10:30	Period 3
10:30 - 10:55	Break (25 mins)
10:55 - 11:40	Period 4
11:40 - 12:25	Period 5
12:25 - 12:35	Homeroom (10 mins)
12:35 - 13:10	Lunch (35 mins)
13:10 - 13:55	Period 6
13:55 - 14:40	Period 7
14.40 - 15:25	Period 8



Figure 2. Timings for GIS Secondary School - Tuesday schedule

Tuesday timings	
8.15 - 9:00	Period 1
9:00 - 9:45	Period 2
9.45 - 10:00	Break (15 mins)
10:00 - 10:45	Period 3
10:45 - 11:30	Period 4
11:30- 11:40	Homeroom (10 mins)
11:40 - 12:15	Lunch (35 mins)
12:15- 13:00	Period 6

Secondary School Hours

School Day (excluding Tuesday)	8:15am	-	3:25pm
Morning Activities	7:15am	-	8:00am
After School Activities	3:30pm	-	4:15pm

Tuesday Hours (Early Release for Students)

School Day	8:15am	-	1:00pm
Morning Activities	7:15am	-	8:00am

The school day for all grades commences at 8:15am. Dismissal time is 3:25pm. The hours for after school activities can vary but most activities begin at 3:30pm and end at 4:15pm. Some activities conducted off-campus may finish later.

Outside of normal school hours, in cases where students are not enrolled in scheduled Extra Curricular Activities, the school cannot supervise students so we request that students are under parental supervision at these times.

Homeroom

In each Grade, students are allocated to a class, known as their Homeroom. Each homeroom is allocated a Homeroom Teacher, who provides a consistent source of adult contact and support, throughout the Middle and High School years. At GIS, homerooms promote a heightened sense of belonging and community for all students.

Each homeroom teacher meets with their homeroom class daily, at a scheduled time. The homeroom teacher is the primary advisor and advocate to the students in their homeroom class. In addition to providing a caring, inclusive environment, some primary roles of the homeroom teacher include monitoring the academic, social and emotional progress of students, encouraging student participation in service & action opportunities, and serving as a liaison between the school and home.

As a parent, your first point of contact with the school should be your child's homeroom teacher. It is essential to your child's development that you maintain a collaborative relationship with their homeroom teacher.



Attendance Policy

A good attendance record and participation in learning activities is essential to student development and success. Full attendance is important because the experiences that occur in the classroom cannot be replicated. GIS teachers can best support learning when students meet this fundamental expectation, and so, all GIS students are expected to be at school on time, attend every class and meet their commitments to co-curricular activities. Attendance at all assemblies, advisories and scheduled meetings is also compulsory for all students.

Pre-Arranged Absences

Aside from illness and family emergencies, parents/guardians are required to submit requests for authorized absence. An [absences form](#) must be completed and forwarded to gis_secondaryleaverequest@gemsedu.com with appropriate notice. Authorized absences may be approved upon careful consideration based on the students' attendance record, together with appropriate justification for leave. When these guidelines are not followed student absences will be listed as unauthorised and can impact upon the students' graduation to the subsequent grade level.

Pre-Arranged Absences

We understand that illness and injury can occur during the school year and this could result in students having to take time away from school. An [absences form](#) must be completed and forwarded to gis_secondaryleaverequest@gemsedu.com with details of the illness or injury on the first day of absence. Any sick leave of three days or more should include a medical certificate; the absence of a medical certificate will result in the time away from school being recorded as unauthorised.

Unauthorised Absence and Lateness

All unauthorized absences and late arrival to school and/or class will be recorded and monitored. The school works with families to ensure regular attendance. Where attendance falls below expected standards, students may not be permitted to graduate to the next grade.

Illness During School Hours

If a student is too ill to be in class, he/she requires a written permission slip from the teacher or a staff member to go to the school Clinic. Student visits to the Clinic are documented, in order to monitor potential trends and patterns. A student must not phone home directly; rather, the nurse will call the parent or guardian, on the student's behalf. The student will remain in the nurse's care until otherwise informed by the clinic staff and/or parents.

Appointments

Where possible, we request that all appointments are scheduled outside of school hours. A student who needs to be excused during school hours must have prior consent from parents/guardians, which must be communicated from a registered parental phone number or email address to gis_secondaryleaverequest@gemsedu.com. Where approval is granted for early release, the student will collect a permission slip from the Secondary School reception to present to their teacher at the arranged leave time. When leaving, the student will then sign out at the Secondary School reception desk to collect their exit slip.

Student Drop-off & Pick-up

Late Arrival/Early Pick-Up

For health and safety reasons, students arriving to school after 8:15am must sign in at reception, so that their attendance may be recorded. Where you anticipate the late arrival of your child to school, we request that you call the school or email gis_secondaryleaverequest@gemsedu.com between 7:45-8:15am.

If students need to leave school before 3:20pm (or 1:45pm on a Tuesday), parents must communicate in advance to gis_secondaryleaverequest@gemsedu.com. The appropriate member of staff will prepare the exit paperwork, upon approval.



Late Pick-Up

At the end of the school day, GIS staff are regularly engaged in their own professional development, facilitating extra curricular provision for students or undertaking planning and assessment of teaching and learning. For this reason, we request that students are collected promptly, so that they are not unsupervised on the school premises.

If students are not collected by 3:30pm (4:30pm following ECAs), they will be directed to the school canteen, where they will be supervised by a member of staff. Parents or approved guardians must sign them out. Students who are not collected on time may be charged AED 80 per hour for their supervision. Repeated instances of lateness will result in action being taken by the school, as per the KHDA parent contract.

Students Leaving School Unaccompanied by an Adult

If you would like your child to leave the school premises independently, we require advanced notice and request that parents/caregivers contact gis_secondaryleaverequest@gemsedu.com, who will process the exit paperwork. By requesting the home alone pass, parents are authorising and accepting the risks associated with students leaving the school premises unaccompanied.

Collecting Younger Siblings

If you wish to make arrangements for your Secondary School-age child to collect a younger sibling, we request that you make this clear in your email correspondence to gis_secondaryleaverequest@gemsedu.com. If the younger sibling is also in the Secondary School, please include their name in the email. If the younger sibling is in the Primary School, Please include their Homeroom Teacher in the email.

Please note that Primary School students will not be permitted to leave the school premises, unaccompanied.

Visiting students

GIS students wishing to bring friends, relatives and/or family members to join them during a given school day must obtain school permission at least 24 hours prior to the visit. The relevant paperwork must be completed and signed by a parent/guardian, who accepts responsibility for the behaviour and conduct of the visiting party; paperwork is available with the school registrar. Permission will only be granted by a member of the Secondary School Leadership Team. It may be deemed as inappropriate to have visitors in school on certain days of the school year and in such cases, shadow days will not be permitted.

Uniform (dress code)

At GIS, we believe that a school uniform promotes a unified community and improves school spirit. A school uniform (including a tie) is required in all GEMS Schools. Clothing and accessories that conflict with the school policy are not permitted at GIS, unless otherwise communicated. At all times, students are discouraged from wearing (or bringing) high-end fashion garments and accessories to school.

Middle Years Uniform

- GIS light blue shirt, with school logo, fully buttoned
- Regulation dark grey trousers (no denim, leggings or sweatpants)
- Regulation dark grey shorts for boys
- Regulation dark grey skirts (knee length or longer) for girls.
- Regulation tie with school logo
- Plain black shoes or plain black trainers (no white/colored detail or laces)
- Black belt (when required)
- GIS sweatshirt with school logo (optional)
- GIS zip jacket with school logo (optional)

Diploma Programme (Grade 11 & 12) Uniform

- GIS white shirt, with school logo, fully buttoned
- Regulation navy blue trousers (no denim, leggings or sweatpants)
- Regulation navy blue skirts (knee length or longer) for girls.



- Royal blue tie
- Black shoes
- Black belt (when required)
- GIS cotton sweatshirt with school logo (optional)
- GIS zip jacket with logo (optional)
- GIS Senior years jacket (optional)

Physical Education (PE) Uniform

- GIS PE shirt
- GIS PE shorts
- GIS swimsuit
- Sports trainers with non-marking soles and heels
- GIS teamwear is permitted in PE lessons

On occasion, GIS may announce an alternate dress code (e.g. UAE National Day or 'Wear it Pink' for Breast Cancer Awareness). Students are required to dress in a manner that respects the local culture and causes no offense to others. The following guidelines will apply at all times:

- No figure-hugging clothing
- No spaghetti strap tops (or similar), which expose the shoulders and/or clavicle
- No exposed torso
- No offensive logos or expressions on clothing
- No open footwear such as flip flops
- No torn jeans

Personal Presentation:

During school hours and while representing GIS, the following guidelines apply:

- Make up should be minimal
- Students with pierced ears may wear one pair of studs or small hinged rings (little finger should not be able to pass through the loop)
- Students are encouraged to seek guidance regarding hair dye
- Body piercings and jewellery must be removed for PE and Swimming lessons
- No visible tattoos
- No un-natural eye coloured lenses

**Students should check with the GIS SLT if they seek clarification on the above guidelines.

Lost and Found

Personal items found in the school are collected and kept with security at the security office in the Secondary School reception. Parents are encouraged to **label all items**, especially water bottles and lunch boxes and to check the Lost and Found frequently. Unattended school books will be returned to the TRC/Library for processing. At the end of each semester, all lost and found items are donated to charity.

Extra-Curricular Activities

At GIS, students are provided with opportunities to develop their personal interests and abilities. In this manner, students become associated with students who share the same interests, fostering camaraderie, along with an increased sense of purpose, belonging and wellbeing. The school offers a wide range of extra-curricular activities (ECAs) outside of curriculum hours. The programs offered vary seasonally, and from year to year, according to supply and demand. Some activities incur a fee, whilst most school-provided activities are offered within the school framework at no extra charge.

The success of each ECA depends very much on the enthusiasm and commitment of students and their parents/guardians. Students are encouraged to attend at least one activity per term. This is particularly applicable to students in the Secondary School, where time is devoted to extramural pursuits and, as they progress through the programme, credits may be awarded to meet CAS requirements for the IB Diploma program.



Educational Field Trips

To support our holistic development aims, subject areas plan field trips for Secondary School students, relating to curriculum content. These trips are aligned to curriculum content and provide extended learning opportunities, in relation to academic assessments. Where possible, educational field trips will be scheduled to take place during the school day, and so, students are expected to attend. While field trips may incur an additional cost, based on the nature of the trip, the school endeavors to maintain reasonable costing for all trips.

Week Without Walls

GIS Week Without Walls is open to all Secondary School students, except Grade 12. WWW offers students opportunities to engage in educational experiences outside their normal school environment. Residential and non-residential trips are offered globally, regionally and locally. Every effort is made to ensure a healthy variety of opportunities, which cater to the interests, expectations and budget of all families.

All students are expected to enrol in a WWW experience. Absence during the week will be counted against the students' attendance record. [See unauthorised lateness and absence](#)

Student Representation & Leadership

GIS invests considerably in the development of its student leaders. We have an established and growing variety of opportunities for students to seek out opportunities and take on additional responsibilities throughout the school. In this way, students are encouraged to engage with the GIS community in a variety of ways; fostering a happier and more supportive environment for everybody. Some of our more formal student leadership opportunities are outlined below.

Executive Leadership Team (StuELT)

The GIS Executive Leadership is an organisation of elected diploma students. The StuELT led by the Student Body President and Vice President and is divided into sub-committees; each of which have a Head of Committee. The committees are responsible for championing core domains of student life at GIS via the Student Leadership Committees; which are Academics, Operations, Social, Service, Innovation & Technology and Sport, Health & Activities.

The StuELT work with the House Captains, the school staff, school leaders and external agencies to improve the school environment and experiences for all stakeholders.

Student Leadership Committees (StuLC)

The Secondary School Student Leadership Committees are dedicated to providing leadership opportunities for students. The StuLC serve as the conduit between the student body and other stakeholders, they are the student voice at GIS. With a view to improving the school experience for all stakeholders, the StuLC are responsible for establishing, coordinating and facilitating initiatives, activities and events to service the school and the school community.

In partnership with staff and administration, the GIS StuLC has created eligibility requirements for student representatives. Students from grades 6-11 are eligible to serve on the student council. Prospective candidates must provide a written expression of interest to the Head of the Committee, Student Body President or Vice President. All members of the GIS StuLC convey exceptional values and commitment to the betterment of their community. Selection for the GIS StuLC is an esteemed privilege, with extensive opportunities to develop leadership skills.

House Captains

The House System is central to the GIS community. Throughout the whole school, students are divided into four house teams and engage in a variety of initiatives, activities and events, in order to collect points for their team. Students from grades 6-10 are eligible to campaign for the role of GIS House Captain. Prospective candidates self-nominate and campaign for the votes of their peers, according to the campaign guidelines, set out by the GIS School Spirit Leader.



Once elected, House Captains work in partnership with Heads of House (teachers) to coordinate, promote and lead on a variety of community initiatives, activities and events. GIS House Captains serve as role models to their peers, promoting school spirit and inclusivity.

Home/School Partnership

Outstanding student outcomes are achieved through effective, collaborative partnerships between the school and its families. GIS endeavours to forge those partnerships by providing students and their families with timely and relevant information, so that they may remain informed participants in school life and learning at GIS.

Communication

It is essential that the school has a record of your current contact details, at all times. If you are unsure that this is the case, please contact the School Admissions Team or the Secondary School Secretary. You also have the capacity to update your contact information in iSAMS via the parent portal.

The school communicates with parents/carers and the community in a number of different ways:

Email

Email is the most common form of communication between GIS and its families. Teachers and administrative staff will use email to disseminate general information, requests for meetings and sharing documentation, for instance. Parents are encouraged to note the email addresses of key personnel such as your child's Homeroom Teacher and Grade Leader.

All GIS email addresses have the domain **_gis@gemsedu.com** and begin with the member of staff's first initial and surname. For example, Mr. Nic Walters (Assistant Head of Secondary School) - n.walters_gis@gemsedu.com

Phone

On some occasions, it may be more appropriate for us to contact families by phone; particularly, where we are required to share urgent, complex and/or sensitive information.

In writing

In most cases, documentation (e.g. notifications related to student absence) is shared with families, in digital form, via email. At times, official documentation may be delivered to you in physical form, via your child. Typically, in such circumstances, the school will also forward a digital copy directly to you, for reference.

Hayatona

Hayatona is our fortnightly, whole-school (Primary and Secondary) newsletter. Through this medium, GIS endeavors to keep the GIS community informed regarding recent and upcoming news and events. Supplementing the whole-school Hayatona, we publish a fortnightly newsletter update, sharing key updates and information, pertinent to the Secondary School. Each of these are distributed digitally.

The Link

Produced for students, by students, 'The Link' is a source of relevant, informative, student-friendly news, reviews and guidance; with student voice at its core. The Link is a digital platform, shared via the above newsletters and via Twitter [@GIS_TheLink](https://twitter.com/GIS_TheLink).

Twitter

Increasingly, GIS staff, students and other stakeholders are using Twitter as a window into the life of the school. Celebrations, updates and pertinent news are all examples of the type of tweets that are shared by various members of our community. For example, by following [@GIS_GEMS](https://twitter.com/GIS_GEMS) and by searching [#WeRGIS](https://twitter.com/hashtag/WeRGIS), you can catch a glimpse of life within the GIS community, whilst remaining



updated and informed. In addition, by following [@GISJaguars](#), you can remain informed regarding GIS sporting fixtures and results.

Parent Teacher Conferences (PTCs)

Parents/guardians are invited to attend conferences during the school year, which provide opportunities to connect with subject teachers and discuss all aspects of student progress and attainment. Conferences typically follow a reporting period, which will be used to form the basis of most discussions.

ManageBac

ManageBac is the curriculum platform of choice in the Secondary School. ManageBac is used by teachers and staff to inform families about units of study, assign academic work and assessments, notify students of upcoming assessments, communicate with students and families, and to report/update assessment outcomes and feedback.

GIS families are encouraged to access ManageBac regularly to check on their child’s academic progress and contact teachers as soon as they feel that they need to.

We encourage you to familiarise yourself with ManageBac by attending workshops, coordinated by the school, as well as accessing support materials that may be directed to you. In case of queries and/or concerns relating to the use of ManageBac, students and parents/guardians are encouraged to contact the student’s Homeroom Teacher, the Curriculum Coordinator (MYP/DP) and/or the Director of ICT.

Contacting the School

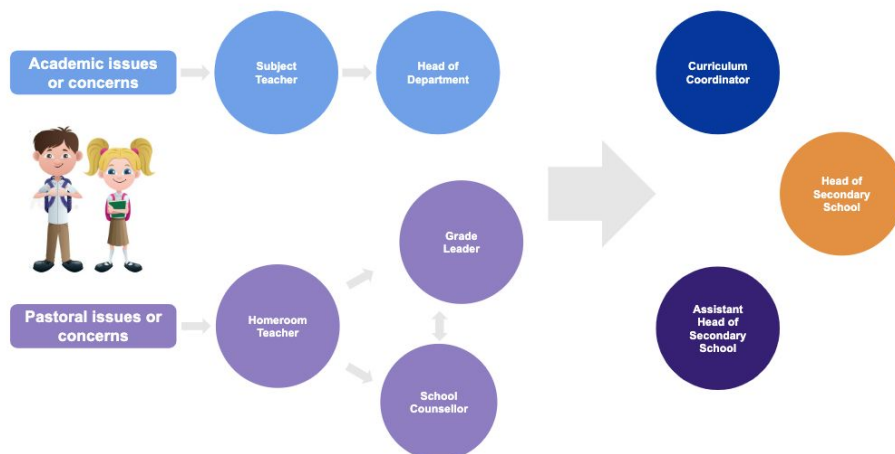
To ensure appropriate and timely responses to queries and concerns from GIS families, we request that students and parents/guardians consider who they should contact.

Academic issues/concerns

When questions arise, regarding academic outcomes, the Subject Teacher should always be the first point of contact. Following this, the departmental Head of Department should be the next contact point followed by the curriculum coordinator as relevant (MYP coordinator for Grade 6 - Grade 10 and DP coordinator for Grade 11 & 12). If required, the Head of Secondary School should then be contacted for further follow up.

Pastoral issues/concerns

When information is required, relating to student wellbeing, attendance, absence, uniform, etc., the first point of contact should always be the Homeroom Teacher followed by Grade Leader, Assistant Head of Secondary School and finally, Head of Secondary School.





Any queries, concerns or issues that cannot be appropriately managed by the above personnel may be forwarded to the Head of School, as appropriate. We request that families do not overlook the initial points of contact, to ensure that information can be received, disseminated and responded to in an efficient and professional manner.

All key contact emails can be found in the section - [Key Secondary School email addresses](#)

Change of Contact Details

The School Registrar, the School Office and the School Nurse should always have current details of your address, email, telephone number and mobile phone number(s). We also request a phone number of a friend who can be contacted, in case of emergency. At the beginning of the school year, families will be asked to confirm that the details that are in the school systems are accurate but it is an expectation that families will keep the school informed of any changes through the year.

Parent Involvement

Our parents are encouraged to be active members of the school community. GIS has an active parent association (GISPA), which fulfils a number of important roles and responsibilities, including (but not limited to) coordinating and facilitating whole-school activities and events - fundraising and charity drives, coffee mornings, parents workshops, movie afternoons, the GIS International Fair and the Spring Carnival.

Our GISPA members can be identified around the school by the red lanyards that they wear. Parents/guardians are encouraged to make contact with the group.

Extended Parent Absences

At home, children should always be under the care of a parent or adult carer. We understand that, under some circumstances, parents/guardians may need to spend time away from home. In such cases, we encourage GIS families to arrange suitable adult care and provide formal notification (signed by parents/guardians, as the primary caregivers) to the school, along with care arrangements and anticipated timeframes.

The accuracy of this information is vital to ensure that we can communicate efficiently from all areas of the school, under all circumstances. If your contact details change, it is your responsibility to update the school via the iSAMS parent portal.



Key Secondary School email addresses

Key Senior Leaders for Secondary School

Head of School	Mr. Glen Radojkovich	g.radojkovich_gis@gemsedu.com
Head of Secondary School	Mr. Lee Hole	l.hole_gis@gemsedu.com
Assistant Head of Secondary School	Mr. Nic Walters	n.walter_gis@gemsedu.com
Diploma Programme Coordinator	Mr. Ruairi Cunningham	r.cunningham_gis@gemsedu.com
Middle Years Programme Coordinator	Mr Rafael Mendoza	r.angel_gis@gemsedu.com

Pastoral Support

Grade Leader (Grade 6)	Mr. Ryan Flaherty	r.flaherty_gis@gemsedu.com
Grade Leader (Grade 7)	Mr. Jake Faucher	j.faucher_gis@gemsedu.com
Grade Leader (Grade 8)	Ms. Emer Dolan	e.dolan_gis@gemsedu.com
Grade Leader (Grade 9)	Mr. Stephen Keane	s.keane_gis@gemsedu.com
Grade Leader (Grade 10)	Mr. Conor Dineen	c.dineen_gis@gemsedu.com
Grade Leader (Grade 11 & 12)	Mrs. Deborah Kelly	d.kelly_gis@gemsedu.com
Secondary School Counsellor	Mrs. Joan Williams	j.williams_gis@gemsedu.com
Secondary School Counsellor	Mrs. Malin Halladay	m.halladay_gis@gemsedu.com

Heads of department

Mathematics	Mr. Michael Kraher	m.kraher_gis@gemsedu.com
Science	Miss. Tanja Kolarov	t.kolarov_gis@gemsedu.com
Language and Literature (English)	Mr. Joseph Fuller	j.fuller_gis@gemsedu.com
Individuals and Societies (Humanities)	Mr. Adam Rooney	a.rooney_gis@gemsedu.com
Language Acquisition (French & Spanish)	Ms. Tania Juricevic	t.juricevic_gis@gemsedu.com
Design & Art	Mr. Vikas Singh	v.singh_gis@gemsedu.com
Arabic	Mrs. Raquel Nahas	r.nahas_gis@gemsedu.com
Islamic	Mrs. Nomah Naeem	n.naeem_gis@gemsedu.com



Physical, Health Education	Mr. Gavin Taylor	g.taylor_gis@gemsedu.com
<u>Other key contacts</u>		
Secondary School Secretary	Ms. Mary Ann Dimatera	m.dimatera_gis@gemsedu.com
Parent Relations Executive	Ms. Yelena Doncaster	pre_gis@gemsedu.com
Library	Ms. Bethany Wessel	b.wessel_gis@gemsedu.com
ACe (Special Educational Needs)	Ms. Diana Vince	d.vince_gis@gemsedu.com
ELL (English Language Learners)	Mrs Mariam Mesak	m.mesak_gis@gemsedu.com
Director of ICT	Mr. Zeeshan Nabi	z.nabi_gis@gemsedu.com
Activities coordinator	Mr. Geraint Passmore	g.passmore_gis@gemsedu.com
Extended Essay Coordinator	Mrs Rena Toutounji	r.toutounji_gis@gemsedu.com



Assessment

GIS assessment beliefs and practices provide a positive, continuous and supportive mechanism that promotes and improves student learning and achievement, guides instruction and practice, and evaluates program as well as instructional effectiveness. More details on individual class assessment criteria can be found in the Middle Years Programme Guide and the Diploma Programme Guide. This is available to download from the GIS website.

Grading Procedures in the MYP

In the MYP, all grades are aligned to the official MYP assessment criteria. Every subject is assessed against four criteria, in which students receive an *achievement level*, out of 8. Each criterion is assessed two or more times throughout the academic year and a *grade* is generated (out of 7) for the end-of-semester reports. These grades are aligned to the published MYP Grade Boundaries.

ManageBac provides an online portal for student and parental access, throughout the course of the academic year. Students and parents/guardians are encouraged to regularly monitor progress and attainment in each subject, so that they may remain suitably informed.

Grading Procedures in the DP

In the DP, students undertake a range of assessments, aligned to subject requirements and in preparation for the DP examinations at the end of Grade 12. An end of year grade (out of 7) is generated at the end of Grade 11, based on summative assessment performance through the year. Grade 11 grades are important in that they are used for benchmarking in Grade 12, as well as generating predicted grades for college applications in the fall of Grade 12.

As in the MYP, ManageBac provides an online portal for student and parental access, throughout the course of the academic year. Students and parents/guardians are encouraged to regularly monitor progress and attainment in each subject, so that they may remain suitably informed.

Report Cards

Students in the Secondary School receive two formal reports over the course of the academic year. It is important to note that a final grade is not given until all IB assessment procedures have been met - e.g. each criterion assessed at least twice. Therefore, first semester grades should be treated as progress grades, unless the course has been completed within the reported period.

Again, students and parents/guardians are encouraged to regularly monitor progress and attainment, through ManageBac, and to contact teachers if they have questions or concerns.

For each subject, students will receive an achievement grade out of 7. A Grade of 4 or above is considered to be meeting expectations:

MYP		DP	
Grade	Description	Grade	Description
7	Outstanding	7	Outstanding
6	Above Expectation	6	Excellent
5	Meeting Expectation (high pass)	5	Very Good
4	Meeting Expectation	4	Good
3	Teacher recommended pass (low pass)	3	Pass
2	Not meeting expectations	2	Low Pass
1	Not meeting expectations	1	Failing
0	Not meeting expectations	0	Failing
NA	Work has not been completed		



Academic Honesty

IB students are required to produce work that is of their own doing. 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 work is plagiarism. This is a violation of academic honesty and can occur with print or non-printed sources, such as the internet.

Sometimes, students get confused about the difference between cheating and collaboration. Students are sometimes allowed to work with other students on an assignment, but are expected to work alone at other times. At all times, a student is individually accountable to produce assessments of learning. If a student is unsure about the expectations, he/she should ask the teacher.

The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Academic Malpractice is defined as *“behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.”*

Academic Misconduct is defined as *“behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.”*

Plagiarism is defined as *“the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.”*

(Academic Honesty - Principles into Practice; www.ibo.org)

In accordance with the GIS Code of Conduct, students are expected to demonstrate integrity at all times. Acts of academic dishonesty contradict the Code of Conduct and the [Academic Honesty Handbook](#) are a serious violation of the community's trust.

Academic Responsibilities

Extended Learning

Students in both the Primary and Secondary phases of the school are set homework to support extended learning opportunities. Homework is viewed as an essential element of school learning and failure to complete it may impede student progress; particularly where the work is aligned to assessments. Where students repeatedly fall short of homework expectations, the school will plan and implement appropriate intervention strategies to support student progress.

Students are expected to complete homework independently (unless otherwise stated), thoroughly and consistently, in accordance with deadlines and school policies.

ManageBac

Students are expected to check ManageBac at least once a day, to view announcements, assignments and course information, and to keep abreast of events, co-curriculars and CAS. In the event that work has not yet been posted on ManageBac, the responsibility rests with the student to access homework information through a homework buddy or by contacting the teacher.

Completing Assignments and Projects

The process which students use to complete assignments is as important as the final product. Teachers will often monitor and assess preparatory work, such as brainstorming notes, point-form notes and early drafts. Students using computers must save copies of early drafts. Students must always be prepared to submit rough work upon request, at any time. Failure to do so will result in a designation of incomplete for the assignment until



the work is presented. Computer and/or printer failure is not an acceptable excuse for late or non-submission of work. Students are also responsible to their team members when engaged in group work. If a student is absent, he/she must communicate with his/her group members and ensure that any obligations to them are fulfilled.

Assignment and Project Deadlines

At GIS, students are encouraged to develop essential skills that foster success in school and beyond. Meeting deadlines is a crucial skill, which transcends academics and enables us to achieve personal goals. The practice of meeting deadlines promotes heightened responsibility and accountability, whilst reinforcing students' appreciation for and capacity to achieve balance between studies, family and personal/social time.

In the IB Diploma Program, there is a 'zero tolerance' approach to late submissions of work - i.e. they are not marked and do not count towards a student's overall grade. With this in mind, we feel that the best way to prepare GIS students for success is to develop positive learning habits at the earliest opportunity.

An assignment is late if it is not submitted on the date and at the time specified by the teacher. Students are required to submit both formative and summative tasks in accordance with deadlines set by the teacher. Deadline extensions must be requested in advance and may be considered, at the discretion of the teacher, based on individual circumstances.

Missed Work or Tests

If a student is absent, he/she is responsible for making arrangements with his/her teachers, preferably well in advance of his/her return to school, to make up the missed work or tests. If necessary, arrangements will be made for students to miss co-curricular and leadership activities, in order to complete missed work (or tests) in a timely manner.

A student that misses a deadline for an official assessment in the DP can result in the student not being awarded their Diploma.

Deferred Tests and Assignments

A student who needs to defer a test or assignment is expected to take responsibility for communicating and negotiating 'defer' requests with teachers a minimum of three days in advance of the original date. This will allow the teacher time to review the request and, where applicable, make alternate arrangements.

We discourage students from making medical, or other appointments, during school hours. Where unavoidable, the same negotiation for a deferred test date must take place with the teacher three days ahead of time.

Any exceptions to these procedures are made at the teacher's discretion.

Standardized Testing

A variety of standardized tests are strategically integrated to provide a range of data sets that are used to inform, monitor and track student progress and attainment at GIS.

Measures of Academic Progress (MAP) Tests

Measures of Academic Progress (MAP) tests are computerized, adaptive, standardized tests, which measure students' abilities and achievement in language arts, mathematics and science. GIS students, in Grades 6 to 11, sit the MAP tests three times per year.

MAP test scores, in the form of percentile ranks, are reported to GIS families, whilst the analytics form a critical tool for teachers to improve learning for all students and inform personalized academic growth.



Service Learning

As IB learners, all students are expected to engage in service related activities under Service & Action in the MYP and CAS in the DP. Service learning involves students engaging in activities that support, enrich or improve the lives of others. The key aspect of service learning is that students are expected to reflect on the learning that they experience when engaging in such activities. Service activities should be logged in ManageBac under the Service & Action (SA) for MYP students and Creativity, Activity & Service (CAS) for DP students.

The GIS community supports a growing number of organizations and charitable causes, providing valued opportunities for students to demonstrate initiative, whilst enhancing understanding and application of leadership and citizenship.

Charitable drives and service learning activities are, increasingly, coordinated by our student leaders, in partnership with the GIS Parents Association (GISPA) and GEMS School Support Services. All charitable initiatives must also conform with the regulations of Dubai's Community Development Authority.

Conduct Expectations

Compliance with the Code of Conduct is a fundamental agreement upon enrolment at GEMS International School - Al Khail. Parents/guardians are expected to thoroughly review and uphold the Code of Conduct with their children.

GIS expects that, as an underlying standard, all members of the school community will show respect for, and adhere to, the public laws in force in our region. In addition, all members of the community are expected to conduct themselves at all times, both on and off campus, in a manner that positively credits the school that they represent.

The Code of Conduct is in effect at all times that a student is within the jurisdiction or under the responsibility of GEMS International School - Al Khail, whether during school hours and on school property, or in transit to or from school for school-authorized activities, or when participating in school-authorized activities or events.

As part of our continuing effort to ensure the educational and emotional wellbeing of our student body, the statements of assumptions, goals and policies are a reflection of our belief that clearly defined expectations, applied fairly and consistently, help students to become responsible individuals.

Integrity at GEMS International School - Al Khail

Integrity means being principled in all that we do. It comprises both thoughts and actions, and is demonstrated by behaviour exhibiting truth, honesty, justice and respect for self and others. At GIS, we model this behaviour through academics, service to others, sportsmanship, co-curricular involvement and interpersonal relationships. Being principled is an essential component of the IB Learner Profile.

Culture of Responsibility

As a member of the GEMS International School - Al Khail community, I acknowledge my role in creating a culture of responsibility. I will strive to treat all members of the community and visitors in a fair and respectful manner, and will endeavour to resolve conflicts constructively, both on and off campus.

As a student, I will endeavour to:

- Abide by the Code of Conduct, follow established rules and take responsibility for my actions.
- Accept responsibility for full, daily attendance in class, advisories and co-curriculars, and for engagement in the academic process.
- Come to school prepared, appropriately dressed, on time and ready to learn.
- Complete my work on time and seek extra help where needed.
- Prioritize my activities in such a way that academic success and co-curricular involvement can be well integrated.



- Communicate closely and regularly with teachers, in order to achieve academic success.
- Manage personal commitments by recognizing where involvement may impact others and by using respectful and timely communication to act responsibly.
- Respect the physical grounds, property, staff, students and wider community of GIS, as well as its values.

As a member of the faculty and administration, I will endeavour to:

- Support the school and be proactive in implementing the Code of Conduct.
- Make my expectations of students clear at the beginning of the year and follow them through consistently.
- Monitor daily progress, academic honesty and attendance in class, advisories and co-curriculars.
- Collaborate with colleagues to support the success of all students.
- Maintain effective dialogue and collaboration with guidance counsellors, teaching and learning specialists, parents and students to promote academic achievement.
- Promote and take responsibility for the safety and security of GIS grounds, property, staff and students, as well as its values.

As a parent, I will endeavour to:

- Ensure my child's daily attendance in all classroom and related experiences, recognizing that frequent absences and persistent lates are detrimental to their academic success.
- Help my child to be appropriately dressed and prepared for school.
- Report my child's absences or late arrival to the school.
- Help my child to prioritize his/her academic requirements and activities and emphasize the importance of respect and good citizenship.
- Communicate directly with faculty to build a partnership that will support my child's learning.
- Support the school in implementing the Code of Conduct.
- Help my child to integrate his/her academic and co-curricular experiences while maintaining their wellbeing.
- Ensure safe, timely collection and transport arrangements to safeguard my child and avoid idle waiting time after school and/or co-curricular activities.
- Be respectful of other drivers on campus, and of the traffic control personnel during pick-up/drop-off.
- Respect parking areas by parking only in designated areas and adhere to the campus parking/traffic rules.

Environmental Responsibility

- GIS students are expected to take pride in their school community and to respect the environment, making decisions that promote the sustainability of the world's resources.
- Students are responsible for keeping the school clean and orderly.
- Students are required to sort their own waste and recycle responsibly, where possible.
- Students are responsible for their own belongings, for labeling clothing and checking the 'Lost & Found'.
- Students are responsible for respecting a 'clean air' environment, by avoiding unnecessary use of fragrances in the form of body sprays, etc.
- Students are responsible for respecting our nut-sensitive environment and refrain from bringing nuts to school.
- Students are encouraged to bring a healthy, litterless lunch, snacks and a reusable water bottle to school.

Sustainability Creed

We foster global citizenship and environmental stewardship, encouraging inquiry and critical thinking about sustainable development. We are committed to maintaining and valuing a harmonious relationship with nature that ensures we live within the capacity of all ecosystems.



Parent/Guardian Code of Conduct

I. Purpose

The philosophy of GEMS International School - Al Khail is to focus on developing a love of learning while guiding and challenging every student through all stages of their development. The school is dedicated to the education of students in a safe and caring community, which fosters the development of character, courage, creativity and a passion for learning.

The school promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, guardians, teachers and staff members have the right to be safe and feel safe within the school community. With this basic right comes the responsibility to contribute positively to a progressive school climate.

The standards of behaviour embodied in this Parent Code of Conduct apply to parents and guardians, who are an integral part of the school community - whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that might impact the school climate. These standards should be embodied in all correspondence with the school, including written and verbal communication.

II. The Role of Parents and Guardians

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of the school and its faculty in maintaining a safe and respectful learning environment for all students. Parents and guardians fulfill their role when they:

- Show an active interest in their child's school work and progress
- Collaborate with the school through regular and appropriate communication
- Help their child be properly dressed and well prepared for school
- Ensure that their child attends school regularly and on time
- Promptly report to the school their child's absence or late arrival
- Show that they are familiar with the Code of Conduct and school rules
- Lead by example, ensuring safe drop-off and pick-up practices, whilst conveying respect for traffic and traffic control personnel, on school property
- Encourage and assist their child in adhering to the Code of Conduct
- Assist GIS and its faculty in addressing disciplinary issues involving their child

III. Standards of Behaviour

Central to the Parent Code of Conduct is the understanding that each member of the school community will uphold the same high standards. A willingness to accept responsibility for one's actions and conduct are fundamental to the Parent Code of Conduct.

Respect, Civility, and Responsible Citizenship

Parents/guardians, like other members of the school community, must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Respect all members of the school community; especially school employees and persons in positions of authority
- Support the efforts of school employees to maintain a safe and respectful learning environment
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Demonstrate honesty and integrity at all times
- Treat others with dignity and respect at all times, especially when there is disagreement
- Respect the rights of others and treat others fairly, regardless of race, ancestry, place of origin, color, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability



- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Resolve conflict peacefully

Examples of inappropriate behaviour include, but are not limited to:

- Exhibiting disrespect towards members of the school community; especially school employees and other persons in positions of authority
- Exhibiting conduct that may be damaging to the virtues and moral tone of the school, or to the physical or mental well-being of others
- Bullying, intimidating or threatening a member of the school community
- Uttering a threat to inflict serious (bodily) harm on a member of the school community
- Harassment of any kind

IV. Sanctions

1. Within three days of an incident, the parent must commit to a meeting with Senior Administrators at GIS. The purpose of the meeting will be to establish an agreed plan for resolution and repair.
2. Refusal of the parent to meet or agree a plan for resolution and repair may result in the de-registration of the parent's child, or a decision not to re-register that student for the following year.

Consequences for Code of Conduct Infractions

Progressive Discipline

At GIS, we employ a progressive approach to discipline, following a continuum of interventions to address and promote positive student behaviour. At their discretion, GIS may skip any step in any progressive discipline process, depending on the nature of the behaviour.

In addition to any specific consequences set out elsewhere in this document, a student found in violation of any part of the Code of Conduct may be required to:

- Meet in conference with his/her parents, the Grade Leader, School Counsellor, Assistant Head of Secondary School and/or Head of Secondary School, as appropriate
- Engage in counselling or therapy
- Provide restitution as appropriate
- Perform community service or peer education

Disciplinary action may include:

- Loss of position, personal time and/or privileges
- Time spent in supported reflection - before school; after school; half day or full day
- Service within the GIS community
- Suspension from school
- Expulsion

Any infraction of the Code of Conduct falls within the jurisdiction of the Head of School. Since no two infractions will be identical, each case will be dealt with individually.

Supported reflection

Supported reflection is time in which a student is supervised as they complete reflection activities, discussions or conversations based on their actions, incidents that they have been involved in or decisions that they have made. Students will be asked to document their reflection and this will be recorded to support them with better decision making in the future.

Leadership Eligibility

A student who has been disciplined for a serious breach of the Code of Conduct and who wishes to stand for a leadership position will have her record reviewed by the school administration. The administration will decide



whether the student has demonstrated suitable character and behaviour and whether they are a suitable role model for the GIS community.

If a student in a leadership position (current or pending) is disciplined for a serious breach of the Code of Conduct, his/her leadership position may be removed. All final decisions rest with the Head of School.

Navigating Relational Conflict & Bullying

GEMS International School - Al Khail promotes healthy relationships and places great emphasis on students' ability to successfully and independently navigate their relationships at school, and beyond. When relational conflict causes undue distress, students are invited to seek support from caring adults in the school community.

When the school receives concerns or reports of difficulties and/or conflict between individuals or groups of students, repair and restoration will be supported in the following ways:

1. When a student identifies a **single issue of relational conflict**, a teacher, counsellor or administrator will:
 - Actively listen in a non-judgmental manner, focusing initially on details of the situation
 - Support the student to explore possible alternative perceptions about the event
 - Validate the student's emotional response to the situation
 - Avoid taking over and problem solving for the student, as this can convey the message that he/she is unable to manage the conflict themselves
 - Support and encourage the student to determine an appropriate solution
 - Offer an opportunity to follow up with the student, regarding the outcome of the solution, and encourage the student to consult with their Homeroom Teacher and/or School Counsellor
2. When a student identifies **subsequent issues of relational conflict**, a teacher, counsellor or administrator will:
 - Seek further information about the situation from others involved. This could include individual meetings with student(s), consultation with the School Counsellor, faculty, staff and parents/guardians
 - Consult the school's Pastoral Team and administration, as necessary
 - Review options for relationship resolution with the student. These options will include meeting with identified students and the respective School Counsellor, Grade Leader and/or administration; a restorative meeting with identified students, facilitated by the School Counsellor; or other forms of mediated resolution
 - Discuss completing a Bullying Report with the student and/or their family
 - Devise a documented action plan with the student
 - Arrange a time to follow up with the student, regarding the outcome of the action plan
3. When a student identifies **persistent or extreme issues of relational conflict**, a teacher, counsellor or administrator will complete the Anti-Bullying Report in consultation with the student. In addition, the school will:
 - Investigate the report, intervene as an advocate/ally for the student(s) and contact the parents of the involved students
 - Involve students, parents, the Pastoral Team and administration staff to collaborate with and support students to identify alternatives and promote growth by accepting responsibility for their actions
 - Establish consequences and/or external support needs, as necessary

Anti-Bullying Policy

The IB Learner Profile attributes reflect the values of a truly global citizen, who is empathetic and considerate of others, whilst conveying personal integrity in all endeavors.



The GIS Anti-Bullying Policy is framed by the IB Learner Profile and is based on the ingrained belief that every member of the community is equal in dignity and worth. At GIS, everyone must be allowed to learn, work and grow in an environment that is free from bullying and harassment. Each of us not only the right to feel safe and to be treated with respect, but we also bear the responsibility to ensure the respectful treatment of others. Bystanders must not allow bullying to persist, and students who witness or experience bullying are expected to report bullying by completing a confidential Anti-Bullying Report.

What Is Bullying?

Bullying is repeated (sometimes aggressive) verbal, physical, social or psychological behaviour directed towards an individual or group of individuals that is intended to cause fear, distress or harm to their physical person, feelings, emotions, self-esteem or reputation.

Bullying may take several forms, but in all cases, students who bully other students intend to cause some form of harm and/or distress. It is not an accident. Bullying behaviour will not be tolerated at GEMS International School.

Some Types and Examples of Bullying

Verbal Bullying

- Name-calling; hurtful teasing
- Insulting, humiliating or threatening someone

Social Bullying

- Excluding others from a group or activity
- Plotting and behaving in a way to make others look foolish
- Gossiping or spreading rumours about others
- Making sure others don't associate with someone

Physical Bullying

- Hitting, pushing, shoving, slapping, kicking, spitting at, or beating up others
- Damaging or stealing someone's property

Cyber Bullying

- The use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, which is intended to harm others
- Use of public digital forums, websites, blogs, social networks, or sending an email, text message or pictures, which:
 - threaten to damage the reputation and/or hurt the feelings of others
 - single out or embarrass others
 - assume the identity of (or impersonate) others
 - spread rumours or reveal secrets about others

Racial/Ethno-Cultural Bullying

- Treating others differently or negatively, because to their culture, racial or ethnic background, or the color of their skin
- Saying negative things about someone's race, culture, ethnic background or skin color
- Calling someone by a racially or ethnically derogatory term
- Telling racist jokes

Sexual Bullying

- "Sexting": is the act of transmitting sexually suggestive text messages and/or intimate images (including nude or semi-nude photographs), via cell phone, over the Internet or by any other means
- Touching, pinching or grabbing someone inappropriately



- Making crude comments or spreading rumours about someone's sexual behaviour
- Utilizing derogatory terms, often directed to members of the LGBT community
- Making sexual gestures at someone

Religion-Based Bullying

- Treating others differently or badly because of their religion
- Saying negative things about someone's religion

Procedures for Safe Reporting of Bullying

1. Students are expected to report suspected bullying to a trusted adult. Confidential Anti-Bullying Report forms are available in the School Counsellor's Office
2. Remember and record the facts - date(s), place(s), and time(s) of suspected bullying incidents
3. The school's goal is to listen, investigate and act so that all students feel safe and supported

Policy Statement

Bullying will not be tolerated on school grounds, at school-related activities or in any other circumstances (e.g. online) that have a negative impact on the school climate.

Consequences for Bullying Behaviour

When a bullying report is received, the School Counsellor, Grade Leader, Head of pastoral care and well being and/or Head of School will investigate and contact the parents of involved students. Consequences are at the discretion of the Pastoral Team, in consultation with the Head of School, and may include:

1. Meeting(s) with the School Counsellor, Grade Leader, Assistant Head of Secondary School and/or Head of Secondary School
2. Restorative measures
3. Loss of privileges
4. Internal or external suspension
5. Expulsion



Code of Conduct Infractions & Suggested Control Interventions

Empirical research advocates a collaborative approach to student wellbeing and development. Code of conduct infractions are communicated to parents/guardians via our online portal, iSAMS. When a member of staff submits a progress update, iSAMS sends a push notification to the primary email address of the associated family. This is an important mechanism, which facilitates timely communication and collaboration between a family and the school, with a view to supporting student development.

Where the school develops worthy concern for student behaviour, parents will be contacted directly. Where a pattern of negative behaviour ensues, parents will be invited to meet, discuss and agree appropriate support measures, promoting student progress.

Level 1 Infractions Typically managed by classroom teacher, duty teacher or bus conductor	Suggested Control Interventions
<ul style="list-style-type: none"> ● Chewing, eating and/or drinking in unauthorized areas ● Disrupting the learning or others ● Disruptive bus behaviour ● Dress Code Violation (Uniform) ● Incompletion of work / Missed assessment deadline ● Littering ● Missing lesson equipment ● Non-compliance to instructions ● Public displays of affection ● Tardiness/lateness to class ● Unauthorized mobile phone use ● Unauthorized use of elevators/restricted areas 	<ul style="list-style-type: none"> - Verbal warning, outlining concerns, intervention strategies and consequences, in case of further non-compliance - Alter seating plan and/or working groups - Confiscation of device - Time-out - Loss of personal time to complete tasks and/or reflect on choices - Student(s) to make verbal or written apology
Level 2 Infractions Typically managed by Homeroom Teacher and/or Subject Head	Suggested Control Interventions
<ul style="list-style-type: none"> ● Repeated Level 1 infractions ● Disrespectful behaviour ● Inappropriate conduct during break/transition periods ● Inappropriate use of language (swearing/cursing) ● Inappropriate use of technology ● Temper tantrums 	<ul style="list-style-type: none"> - Contact parents to discuss/agree concerns, intervention strategies and consequences - Agree an action plan, outlining steps to avoid further infractions - Loss of personal time to complete tasks and/or reflect on choices - Arrange student meeting with counsellor - Student report card
Level 3 Infractions Typically managed by Grade Leader	Suggested Control Interventions
<ul style="list-style-type: none"> ● Repeated Level 1/2 infractions ● Damaging school property via carelessness ● Derogatory comments or gestures that imply racial, sexist or religious stereotyping ● Direct defiance to faculty or staff request ● Inappropriate use of language towards faculty or staff ● Leaving campus without authorization/skipping school 	<ul style="list-style-type: none"> - Meet with parents to discuss/agree concerns, intervention strategies and consequences - Loss of personal time after school - Temporary loss of privileges - Student report card - GIS community service



<ul style="list-style-type: none"> • Low level violence; not resulting in injury • Threatening or intimidating behaviour • Truancy - unauthorized absence from class • Unauthorized sale or distribution of goods on school grounds, school transport and/or at school-sanctioned events 	
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Level 4 Infractions Typically managed by Head of pastoral care and well being	Suggested Control Interventions
<ul style="list-style-type: none"> • Repeated Level 1/2/3 infractions • Bullying of any kind • Fighting • Moderate violence, resulting in minor injury • Plagiarism/academic dishonesty • Theft • Vandalism of personal items, belonging to others • Vandalism of the school environment and/or its contents 	<ul style="list-style-type: none"> - Meet with parents to discuss/agree concerns, intervention strategies, involvement of external agencies and consequences - In-school isolation (half/full day) - Indefinite loss of ECA privileges - Bus travel exclusion - Student report card

Level 5 Infractions Typically managed by Mr. Hole (Head of Secondary School)	Suggested Control Interventions
<ul style="list-style-type: none"> • Repeated Level 1/2/3/4 infractions • Flagrant actions that threaten the health, safety and/or wellbeing of others • Altering/tampering with school records, tests, etc. • Possession of weapons of any kind • Premeditated attack on another person • The possession, use, sale or distribution of tobacco, alcohol, and/or drugs (prescription or otherwise) on school property, school transportation and/or at school sanctioned events • Violation of school guidelines that endangers the reputation of the school or other students 	<ul style="list-style-type: none"> - Meet with parents to discuss/agree concerns, intervention strategies, involvement of external agencies and consequences - Removal from school grounds, followed by a 're-admittance interview' (including parents) at the point of return to school - Involvement of external agencies - Fixed term exclusion - Explore alternative education options

**In exceptional circumstances, The Head of School will manage issues pertaining to the academic, social and emotional development of students.

Procedures and consequences related to smoking, vaping and distribution of related paraphernalia

GEMS International treats the use of smoking devices, cigarettes and any other smoking related materials very seriously. The following points relate to the processes that will be followed by the school in relation to smoking, smoking devices and paraphernalia:

1. Any student/s that are found to have made use of any smoking device will be suspended for a fixed term
2. Any student/s found with smoking paraphernalia in their possession; including lockers, bags, jackets etc will be suspended for a fixed term
3. Any student/s that is suspected of distributing or selling smoking paraphernalia face the risk of external agency involvement and subsequent consequences associated with those agencies
4. In the case of a student being suspected of using smoking devices on the school site or if reported to have been doing so, the family of the student will be informed via a letter home.



Please also note that:

1. The school reserves the right to instruct a student to open and empty their locker at any time
2. The school reserves the right to instruct a student to empty their pockets and or bags at any time.
 - a. In the case of a student refusing to do so, parents will be called into school and bags and pockets will then be searched.
 - b. The student will not be permitted to attend classes until searches have taken place
3. Any repeat offenses could result in external agency involvement

Behaviour Reports & Action Plans

When a student exhibits a pattern of behaviour(s), which may impede learning and/or which does not align with the GIS Code of Conduct, a behaviour report may be issued. The actions stated within the report card are usually established in conference with the concerned student, encouraging accountability against their personal targets. The student is responsible for submitting the report card to the teacher at the beginning of each class, in order to receive personalized feedback against the report targets.

At the end of each school day, student on report are responsible for:

1. Reporting to an assigned member of staff for a brief review of the school day
2. Taking the report card home to be discussed with and signed by a parent/guardian

At the end of the reporting period, progress is evaluated and a decision is made regarding next steps, in conference with the student and (where appropriate) their parents/guardians.

A report card may be issued at various levels, depending on the circumstances:

Subject Teacher; Subject Head; Homeroom Teacher
Grade Level Leader
Head of pastoral care and well being
Head of Secondary School

White Report Card
Yellow Report Card
Orange Report Card
Red Report Card

Supported Reflection

Supported Reflection is a time for students to explore and implement focussed reflection and restoration practices. As per the guidance of the school, students may be expected to engage with Supported Reflection, for an allotted time, in response to isolated incidents and/or recurring patterns of behaviour that conflict with GIS codes of conduct. Typically, students engaged in the Supported Reflection would not take their break or lunch along with other students, but will be released for breaks at alternative times.

Suspension

Where the school deems it appropriate, a period of external suspension may be administered. Where a student is suspended, they are not permitted to attend school for the duration of their suspension, including any school-endorsed activities, such as ECAs, field trips, events and/or competitions.

Break periods

For health and safety reasons, students are only permitted in supervised areas of the school during break and lunch periods. Restrictions are variable and may be applied at any time, in accordance with the availability of physical and human resources, as well as the current climate. Many teachers welcome students into their classroom during break and lunch periods. Students should only be in classrooms when accompanied by a member of staff, who has requested/approved the students' attendance - e.g. to attend a meeting, activity or club.

Behaviour expectations, during break periods, are consistent with those set out in the GIS Code of Conduct. Irresponsible and/or inappropriate behaviours will be reprimanded accordingly.



Healthy Eating

GIS is an advocate for healthy living and we encourage our community to exhibit lifestyle habits that promote holistic wellbeing. Our dietary choices and hydration significantly impact our energy levels, focus and mood throughout the day. As such, GIS students are encouraged to consume a healthy lunch and snacks, comprising natural, whole foods, which provide balanced and sustained energy release (in contrast to processed, high-sugar products, which cause fluctuations in energy, focus and mood).

- Secondary School students have access to the canteen, but may also bring a 'packed lunch'.
- Food and drink are to be consumed in designated areas of the school only.
- Drinking water is the only liquid permitted in classrooms.
- Carbonated drinks, chewing gum and candy are not permitted at school.
- Excluding DP students and staff, caffeinated drinks are not permitted at school.
- Students must not order 'outside food' to be delivered to school, unless it is pre-approved and coordinated by a member of staff.

Drugs & Alcohol

The use of drugs (including tobacco or other controlled substances) and alcohol is hazardous to health (particularly in young people), governed by strict laws in the UAE and harmful to a healthy school environment. The possession, use, sale and/or distribution of drugs or alcohol on school property, on school transportation or during GIS-sanctioned events is prohibited and is a severe infraction of the GIS Code of Conduct. Violation of this policy may incur suspension, loss of privileges and/or student expulsion.

Acceptable Technology Use

The GIS Code of Conduct applies to the Acceptable Technology Use Agreement, just as it does to all other facets of school life at GIS.

All students have access to the school network and the Internet, intended for educational and administrative purposes. This is a privilege, which may be removed if warranted. GIS technology resources are to be used in accordance with the Acceptable Technology Use Policy and all users are required to comply with its regulations. Non-compliance may result in loss of privileges and disciplinary action.

The following guidelines apply to the use of all technology at GIS and provide an outline to help users understand appropriate use.

Ethical Conduct

It is the responsibility of all users:

- To recognize and honor the intellectual property of others
- To comply with legal restrictions regarding plagiarism and the use and citation of information resources
- To restrict the use of GIS' technology resources to the mission of the school; the use of computer systems for personal use unrelated to the mission of the school or for private gain is prohibited
- To help maintain the integrity of the school network and equipment; deliberate tampering, or experimentation is not allowed

It is a violation to modify and/or copy any protected system files, system folders or control panel files without prior approval of the Network administrator or Director of ICT



Educational Use

Users are responsible for the ethical and appropriate use of their school network accounts and should follow the points below:

- School related files are the only files to be saved in your folder
- Storing commercial software, music, and/or games or hidden files to your folder is not permitted
- Saving to the hard disk drive of any school device is granted only by permission of instructor (for students) or IT Coordinator (staff)
- Playing commercial/online games is not permitted

Respect for Others

Users should respect the rights of others using the technology resources and follow the points below:

- Use assigned workstations only, as assigned by teacher
- Always log off your workstation at the end of your period of usage
- Avoid deliberately attempting to disrupt network performance or interfering with the work of another user
- Leave equipment and room in good condition for next user/class
- Do not change any user settings such as background images etc.

Respect for Security

Accounts on the systems at GIS are considered secure, although absolute security of any data cannot be guaranteed. Members of the GIS community should respect the need for electronic security and should consider the guidance given below:

- Teachers can be provided access to student files for instructional or evaluative purposes
- Users are to use their own account/password at all times and should not attempt to access another person's account
- No passwords, usernames or other login details should ever be shared with another user
- Reading, modifying or removing files and/or mail owned by other users is not allowed without prior approval by the instructor or IT Coordinator
- Any attempts to transmit software designed to compromise the operation or security of the network is prohibited.

Software installation

Software may only be installed on the school information systems (including all individual workstations) with prior approval from the Director of IT.

Software copyright

Most software installations and usage require a license to be legally used in a school, whilst some software can be accessed online without being downloaded onto a device. GIS purchase licenses for commonly used or teacher requested software. If any software is required but not available, a request should be made to the director of IT. Please note the points below as guidance in regarding to software at GIS:

- The only software, other than students' projects, to be used on the school's computers are those for which the school owns a valid license
- Licensed/copyrighted software is not available for borrowing and may only be used at other sites with approval of Director of IT
- Copyrighted software shall not be downloaded from the Internet or further transmitted in any form without compliance with all terms of a preauthorized licensing agreement
- Infringement or violation of copyright laws or restrictions will not be tolerated
- Any attempts to circumvent the licensing control or the copying of software from the network without the permission from the Director of IT is prohibited



Hardware

Students and staff are expected to treat any and all hardware at GIS with the same level of respect and care as any other resource within the school. Please note the points below as guidance:

- Report equipment problems immediately to teacher, classroom assistants, Network Administration or Director of IT
- Leave workstations and peripherals in their designated places at the end of your period of usage
- Keep work areas neat and clean and free from food and drink at all times
- Any attempts to move, repair, reconfigure, modify or attach external devices to existing information and network systems without the permission of the Network administration and/or Director of IT is prohibited
- Borrowing of school hardware is not permitted unless email authorization has been given from the Director of IT
- Any negligent damage caused to any school hardware by a student will result in repair/replacement costs being invoiced to parents/carers

Audio visual hardware

If a person checks-out or borrows a piece of audio visual equipment, they are responsible for replacing it or repairing it if it is lost or damaged. All equipment must be properly signed-out and documented.

Internet/World Wide Web usage

Internet access is available to all students and teachers at GEMS International School. We believe these communication links offer vast, diverse and unique resources to both students and staff and their availability outweighs any possible access to information that is not consistent with the educational goals of GIS. GIS has systems in place to block inappropriate sites. If any student or staff member finds that there is access to any inappropriate sites, they are expected to report this immediately to their teacher, the network administrator and/or the Director of IT.

GIS Online Code of Conduct:

As a student at GIS, I acknowledge that:

- Internet access is a privilege, which may be removed
- Use of VPN's is prohibited in the UAE and therefore the school
- I must respect the use of copyrighted materials
- I must respect the rights and privacy of others
- E-mail is allowed during school hours only in connection with a classroom assignment
- Downloading of unauthorized programs is not allowed
- Compromising the security of the school in any manner is unacceptable
- I must respect the values and ethics of the UAE's culture
- Students are prohibited from accessing unauthorized content (including, but not limited to):
 - Adult material
 - Hateful or discriminatory material
 - Non-educational gaming
 - Social media platforms

Bring Your Own Device

The Secondary School operates a BYOD (Bring Your Own Device) laptop policy and students are reminded that it is both their right and their responsibility to use their devices as learning tools only. Students are educated about digital citizenship and safeguarding, in order to navigate digital platforms responsibly and safely.

***Parents are encouraged to ensure appropriate insurances are obtained for personal devices, in case of unforeseen circumstances. A school is a dynamic place and genuine accidents do occur.*

Mobile phones and electronic tablet devices

At GIS, students do not require a mobile phone, smartphone or tablet device (e.g. iPad) for educational purposes. In the Secondary School, the BYOD policy relates to a laptop, which is for educational use only; see '[Acceptable](#)



[Technology Use Agreement](#)' for more details.

Should families insist on their children carrying a mobile phone (or other aforementioned device) for use outside of school hours, then they should be stored safely in student lockers for the duration of the school day. Students are not permitted to use mobile phones during the school day, unless explicitly approved by a GIS staff member. At all times, it is the responsibility of students to safeguard their possessions and the school takes no responsibility for any loss or damage. In cases where personal devices are deemed to cause disruption or distraction to learning, the device may be temporarily confiscated.

Student Support

At GIS, student support is available at a various levels and in a variety of forms. For instance, students may receive support from:

- Student peers (e.g. friends and/or student leaders)
- Subject Teachers
- Homeroom Teachers
- Student Counsellors
- Grade Leaders
- Head of pastoral care and well being
- Curriculum Coordinators
- Heads of School

Study Hall

Students are invited to attend 'Study Hall' on Tuesday afternoons. Study Hall is a voluntary provision, located in the Library, during which students can extend their personal learning, with the support of fellow students and teachers. In some cases, where students have fallen behind or missed key elements of the curriculum, teachers may issue a formal invitation/recommendation for students to attend Study Hall.

In addition, teachers may elect to offer extended study and support opportunities, above and beyond curriculum and extra-curricular obligations.

Specialist Student Support

Guidance and Counseling Services

The goal of Secondary School Counseling at GIS is to create an environment that:

Helps students:

- Develop self-insight and self-understanding as he/she progresses through school
- Develop an understanding of the worth and dignity of others
- Select and enter school courses and activities
- Select and capitalize on educational opportunities beyond high school
- Participate meaningfully in the opportunities of the school
- Develop interpersonal relationships

Helps teachers:

- Understand the students for whom they are responsible
- Understand and utilize the services of the guidance program

Helps administrators:

- Understand the characteristics of the school's student population

Helps parents:

- Understand their children's educational progress
- Understand the opportunities available to their children



- Understand and utilize the services of the guidance program

English Language Learners (ELL)

A variety of English Language support is coordinated to support non-native English speakers in reaching a sufficient degree of proficiency in the English language, in order to participate fully in mainstream classes. Depending on individual needs, ELL students may receive support within or outside of the normal learning environment. Screening and ongoing diagnostic measures are applied, in order to ensure appropriate provision and determine students' readiness to transition into the mainstream curriculum. The ELL teacher working with the Student Study Team is the final arbiter of student readiness to exit ELL and enter mainstream classes.

The ELL curriculum is aligned with mainstream programs, but modified to meet the needs of students still learning the fundamentals of listening, speaking, reading and writing in English. ELL teachers also provide support for mainstream subjects by reviewing class assignments, offering further explanations and reinforcing concepts and subject-specific terminology.

Admissions and enrolment

Admissions

All prospective students must be approved by the Head of School, ahead of enrollment at GIS. This decision is based on the school's ability to meet the educational needs of the student. While GIS can accommodate mild reading, learning and behavior challenges, it is not staffed or equipped to accommodate the needs of moderate or severely disabled children. This is often the case among international schools, and so, we strongly encourage families to thoroughly consider the educational options of children before committing to any school.

Once enrollment confirmed at GIS, our registrar appoints students to a grade, according to their date of birth. In some instances, whereby (for instance) the school and/or the family have doubts concerning a child's placement, a decision may be made based upon academic records and recommendations, in addition to diagnostic screening measures to inform students readiness.

Class placement

Advocating a heterogeneous community, we believe strongly in the importance of well-balanced student groupings, in which everybody benefits from a diversity of backgrounds, experiences and thinking skills. Fundamentally, this is what makes GIS such a special community.

In this way, each class should be representative of the whole Grade Level and can be held accountable to the same high standards and expectations. When considering class placement, we adopt a holistic approach, taking into account the social, emotional, physical and academic needs of each child.

Our overriding value is to create balanced groups of students who will work effectively together. We request your trust and support, to maintain the integrity of this process, by acknowledging that we cannot accommodate placement requests, based on personal preference. Whilst we acknowledge and celebrate the diverse experiences and expertise of our teaching staff, you can be confident that all teachers maintain equally high standards and collaborate regularly to ensure similar learning opportunities and experiences for all students.

Schools are a dynamic environment and our student lists are continually changing. For this reason, we may not be able to share student placements in advance. From experience, should your child express disappointment over their class placement, the best advice we can offer is to acknowledge their disappointment as genuine and



to reassure him/her by expressing confidence in his/her ability to adapt and thrive in their new environment. Your child will be heavily influenced by your reaction!

This is an opportunity for social growth and independence. Trust your child to grow and learn. Children are so open to new and different experiences, relationships and learning when we encourage and support them in their efforts.

Withdrawing from School

All notices of withdrawal must be made to the Registrar, in writing. The school requires a minimum of two weeks notification of withdrawal. Parents are responsible for completing and returning a Student Clearance Form. In the event of outstanding books, fees or fines, the school will not release records nor issue a Transfer Certificate.

Families who wish to collect their children's records in persons may do so. However, we require prior notice of your intentions and ample time must be afforded to assemble records. This process may be delayed at the end of the year, due to scoring of final assessments or exams. In which case, transcripts and/or records can be delivered directly to the new school or to parents/guardians. Withdrawing families should leave a forwarding address and a stamped envelope at the earliest possible date.

Transfer Certificates

The UAE's Ministry of Education requires that all students (from Grade 2, onwards) submit a Transfer Certificate when moving between schools. After November 1st of each year, students in all grades require a Transfer Certificate to move schools. GIS will be happy to prepare a Transfer Certificate for all students who have completed the withdrawal process, detailed above.

More information about Transfer Certificates can be found in the Application Package, available online or upon request from the Registrar.

Health, safety and security

Fire Alarm

The campus buildings are fitted, throughout, with a fire alarm system. Periodically, throughout the year, fire drills will take place, in order to familiarize the GIS community with emergency evacuation procedures. The following points should be adhered to in the event of a fire alarm:

1. When the alarm is sounded, all students, visitors and faculty exit the building immediately in an orderly fashion, using the designated exits.
2. Upon exiting the building, students, visitors and faculty should report to their designated assembly point, where attendance will be taken. The assembly point for Secondary School students is outside the gate, at the school entrance.
3. Everybody should remain calm, orderly and quiet whilst observing rules and directions that are communicated.

Lockdown

In some emergency situations, it may not be advisable, or even feasible, to evacuate. The school engages in lockdown simulation drills to prepare for such situations. The lockdown procedure is signalled through a recorded announcement. Following the announcement, the following points should be adhered to:

1. GIS students, visitors and faculty remain in the room that they are in or (if in transition) swiftly move into the nearest lockable room.
2. Lock the room, remain silent and follow the instructions of the nearest member of staff.
3. Individuals that are outside or in open areas that cannot be locked should drop to the floor and remain as still and quiet as possible.



4. Remain in the lockdown area until instructed by a member of GIS staff.

Security

A security officer is on duty, on the school campus, at all times. The security officer is available to assist GIS students, visitors and faculty on weekends and to make certain that the school campus is safe and secure. At all times. In case of emergency, the security staff have access to a telephone.

GIS MyHealth

In response to the UAE National Agenda (Vision 2021), GIS has launched its very own health initiative - GIS MyHealth. The initiative is aimed at educating and empowering all members of the GIS community to take responsible action towards their physical health and wellbeing. GIS students will undergo regular fitness testing and have online access to a personal fitness portal, comprising key information and advice to monitor and self-direct their development of health-related components of fitness. In time, the provision of this initiative will extend to GIS families and staff.

An abundance of empirical research highlights the academic, social and emotional benefits of regular physical activity. At GIS, we aim to instil this understanding, whilst motivating the whole community to undertake more exercise, such that they may be healthier, happier, more successful versions of themselves.

Medical Services

At GIS, we advocate a proactive (vs. reactive) approach to health and wellbeing. As such, we aim to educate students on the benefits of purposefully practiced routines, comprising a healthy balance of studies, family and social time, personal interests, physical activity and quality sleep.

Where necessary, the school clinic supports student wellbeing in a number of ways. The responsibilities of clinic staff include:

- Administering first aid
- Treating minor ailments
- Health education
- Maintaining student health records
- Updating vaccinations and medical information
- Operating in accordance with the Dubai Health Authority

School Nurse

A registered nurse is on duty during school hours and throughout the afternoon ECA period (8:00am – 4:30pm). The nurse is available to assist students who become ill or injured during the school day. Parents are asked to complete the medical forms sent home at the beginning of the year and to keep the nurse informed of medical problems that might affect the student at school or have a bearing on his/her academic progress. Should a student become ill, the school will attempt to contact his/her family.

The following completed forms must be kept on file to enable us to care for your child effectively. These forms must be completed and returned to the School Clinic directly, prior to your child starting school:

1. Health Information Form
2. Medical Consent Form
3. Immunization Record – a copy is required

First aid kits are located throughout the campus (gymnasium, offices, art rooms, science labs, etc.) and there are qualified first aid providers among the GIS faculty.



Medication

If at all possible, we request that students avoid bringing medication to school. Where it is necessary for a child to take any kind of medication at school, a completed consent form must be provided by the students' parent/guardian, to be filed at the school clinic. The medication will be kept and dispensed by the nurse. We request that any medication is clearly labelled with the student's name and class, along with the medication's name, dosage and recommended timings.

Student Illness and Injury

If a student experiences any form of diarrhea or vomiting, they must not attend school for a period of 48 hours from their most recent episode.

Students suffering from a fever may not return to school until they have been fever free, without the aid of medication, for 24 hours.

Following surgery, injury or trauma sustained by students, a care plan should be formulated between the family and school, comprising appropriate risk assessment and extended provision, where applicable.

Occasionally, external advice regarding students' return to school may conflict with the school's recommendations. At all times, the school nurse is the final arbiter and, where necessary, discussion will be held with the Head of School, in order to support the student's safe return to school.

Food Allergies

Parents/guardians must inform the school of any known allergies that students may have. We request that any foods brought into school, for sharing, is free from nuts and/or nut products, as several students may experience severe allergic reactions to them. In case of contamination, the school nurse is trained to administer Epipens to students who have been prescribed.



Bus Travel

School Transport Services (STS) offers a paid bus service to some areas of Dubai, for GIS families. Parents should contact the school's STS representative if they wish to inquire about the service.

Student conduct on bus service

Vehicular transport carries a degree of risk. Students who use the school bus, either regularly or occasionally, must adhere to the GIS Code of Conduct and observe the following rules, in order to avoid any further/unnecessary risk to themselves and others:

- Demonstrate respect for the driver, the conductor and other passengers
- Promptly take a seat and remain seated, with a fastened seat belt, for the duration of the journey
- Avoid loud, disruptive interactions and/or engaging in horseplay, which may cause distraction to the driver
- Keep the buses clean, tidy and free of litter
- Refrain from eating or drinking on the bus

Possible consequences for misconduct on buses:

Bus Code Violation	Possible Consequences May include...
1st Offense	Warning
2nd Offense	Lunchtime detention Parent contact inform of further consequences
3rd Offense	After school detention removed from bus for 5 school days
4th Offense	1 day in-school isolation Parent meeting and student removed from the school bus for 10 days
Further Offenses	At the Head of School's discretion - actions such as school suspension; removal from bus service permanently etc.

Travelling on the Bus With a Guest

Where arrangements are communicated in advance, and provided there is space, it may be possible for students to ride home with a friend. Parents should check, by midday (at the latest), with the Head of Transport to confirm that there is an available space. Both the driver and the Homeroom Teacher must be notified, in writing, of any alteration to normal bus arrangements.



Complaints Procedures for Parents and Legal Guardians

At GIS, we advocate open lines of communication, between school and home, in order to foster the level of collaboration required to support accelerated student development. In the event that a family wishes to log a concern or complaint with a teacher, we request that they observe the procedures outlined in the ['Contacting the School'](#) section.

Please be informed that any complaint or concern raised directly to the Head of School will typically be referred back to the relevant member of staff, unless the Head of School deems it appropriate to personally deal with the matter. In any case, the school and its faculty will endeavor to resolve concerns and complaints in a swift and professional manner. Relevant staff will keep anecdotal records of concerns and complaints, as they are received and addressed.



Whole School Directory

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Accounting	Manisha Singhanian	m.singhanian_gis@gemsedu.com
	Qadiruddin Aga	q.aga_gis@gemsedu.com
Nurse	Neethu Scaria	n.scaria_gis@gemsedu.com
Parent Relations Executive	Yelena Doncaster	pre_gis@gemsedu.com
Secondary School Secretary	Mary Ann Dimatera	m.dimatera_gis@gemsedu.com
Main Reception	Reception	reception_gis@gemsedu.com
Extra Curricular Activity (ECA)	Geraint Passmore	g.passmore_gis@gemsedu.com
E-Sports Activities	Geraint Passmore	g.passmore_gis@gemsedu.com
Curriculum/Accreditation	Ruairi Cunningham	r.cunningham_gis@gemsedu.com
Facilities Usage	Ranjit Menon	r.menon_gis@gemsedu.com
Finance/Tuition	Dhanya Eapen	d.eapen_gis@gemsedu.com
School Clinic	Neethu Scaria	n.scaria_gis@gemsedu.com
Bus Transport	Rollen D'souza	rollen@stss.ae



Food Services	PRE	pre_gis@gemsedu.com
Classroom Teacher	Leave a message with reception or contact directly via email	
Guidance Counsellor	Leave a message with reception or contact directly via email	
Secondary School Library	Bethany Wessel	b.wessell_gis@gemsedu.com
Primary School Library	Louise McLeod	l.mcleod_gis@gemsedu.com
Activities/Calendar	Reception	reception_gis@gemsedu.com
The Bulletin Newsletter	PRE	pre_gis@gemsedu.com
Parent Association (GISPA)	GISPA Representatives	gispa_gis@gemsedu.com



GEMS INTERNATIONAL SCHOOL PARENT & STUDENT CONTRACT

At GIS, we recognize that a collaborative partnership between school and home is a cornerstones of success in a child's educational journey. Respectfully, we ask parents to support this partnership by completing and returning this Parent Contract to Reception.

As a parent, I will endeavour to:

- Ensure my child's daily attendance in all classroom and related experiences, recognizing that frequent absences and persistent lates are detrimental to their academic success.
- Help my child to be appropriately dressed and prepared for school.
- Report my child's absences or late arrival to the school.
- Help my child to prioritize his/her academic requirements and activities and emphasize the importance of respect and good citizenship.
- Communicate directly with faculty to build a partnership that will support my child's learning.
- Support the school in implementing the Code of Conduct.
- Help my child to integrate his/her academic and co-curricular experiences while maintaining their wellbeing.
- Ensure safe, timely collection and transport arrangements to safeguard my child and avoid idle waiting time after school and/or co-curricular activities.
- Be respectful of other drivers on campus, and of the traffic control personnel during pick-up/drop-off.
- Respect parking areas by parking only in designated areas and adhere to the campus parking/traffic rules.

Upon signing, I agree to:

- Read the Secondary School Handbook, in full
- Read, accept and uphold the [GIS Code of Conduct](#)
- Read, accept and uphold the [Acceptable Technology Use Agreement](#)

Parent/Guardian of: _____

Grade: _____

Name: _____

Signed: _____

Date: _____

As a student, I will endeavour to:

- Abide by the Code of Conduct, follow established rules and take responsibility for my actions.
- Accept responsibility for full, daily attendance in class, advisories and co-curriculars, and for engagement in the academic process.
- Come to school prepared, appropriately dressed, on time and ready to learn.
- Complete my work on time and seek extra help where needed.
- Prioritize my activities in such a way that academic success and co-curricular involvement can be well integrated.
- Communicate closely and regularly with teachers, in order to achieve academic success.
- Manage personal commitments by recognizing where involvement may impact others and by using respectful and timely communication to act responsibly.
- Respect the physical grounds, property, staff, students and wider community of GIS, as well as its values.



Acceptable Technology Use Agreement

All students have access to the school network and the Internet, intended for educational and administrative purposes. This is a privilege, which may be removed if warranted. GIS technology resources are to be used in accordance with the Acceptable Technology Use Policy and all users are required to comply with its regulations. Non-compliance may result in loss of privileges and disciplinary action.

As a student at GIS, I acknowledge that:

- Internet access is a privilege, which may be removed
- Use of VPN's is prohibited
- I must respect the use of copyrighted materials
- I must respect the rights and privacy of others
- E-mail is allowed during school hours only in connection with a classroom assignment
- Downloading of unauthorized programs is not allowed
- Compromising the security of the school in any manner is unacceptable
- I must respect the values and ethics of the UAE's culture
- Students are prohibited from accessing unauthorized content (including, but not limited to):
 - Adult material
 - Hateful or discriminatory material
 - Non-educational gaming
 - Social media platforms

Student Name: _____

Grade: _____

Signed: _____

Date: _____



Code of Conduct Agreement

Conduct Expectations

Compliance with the Code of Conduct is a fundamental agreement upon enrolment at GEMS International School - Al Khail. Parents/guardians are expected to thoroughly review and uphold the Code of Conduct with their children.

GIS expects that, as an underlying standard, all members of the school community will show respect for, and adhere to, the public laws in force in our region. In addition, all members of the community are expected to conduct themselves at all times, both on and off campus, in a manner that positively credits the school that they represent.

The Code of Conduct is in effect at all times that a student is within the jurisdiction or under the responsibility of GEMS International School - Al Khail, whether during school hours and on school property, or in transit to or from school for school-authorized activities, or when participating in school-authorized activities or events.

As part of our continuing effort to ensure the educational and emotional wellbeing of our student body, the statements of assumptions, goals and policies are a reflection of our belief that clearly defined expectations, applied fairly and consistently, help students to become responsible individuals.

Integrity at GEMS International School - Al Khail

Integrity means being principled in all that we do. It comprises both thoughts and actions, and is demonstrated by behaviour exhibiting truth, honesty, justice and respect for self and others. At GIS, we model this behaviour through academics, service to others, sportsmanship, co-curricular involvement and interpersonal relationships. Being principled is an essential component of the IB Learner Profile.

Culture of Responsibility

As a member of the GEMS International School - Al Khail community, I acknowledge my role in creating a culture of responsibility. I will strive to treat all members of the community and visitors in a fair and respectful manner, and will endeavour to resolve conflicts constructively, both on and off campus.

As a student, I will endeavour to:

- Abide by the Code of Conduct, follow established rules and take responsibility for my actions.
- Accept responsibility for full, daily attendance in class, advisories and co-curriculars, and for engagement in the academic process.
- Come to school prepared, appropriately dressed, on time and ready to learn.
- Complete my work on time and seek extra help where needed.
- Prioritize my activities in such a way that academic success and co-curricular involvement can be well integrated.
- Communicate closely and regularly with teachers, in order to achieve academic success.
- Manage personal commitments by recognizing where involvement may impact others and by using respectful and timely communication to act responsibly.
- Respect the physical grounds, property, staff, students and wider community of GIS, as well as its values.



Review Log

Review Date	Reviewed By	Amendments Made (Y/N - comments if necessary)
28/1/2018	Lee Hole	Minor changes - vision, absences/illness terms
21/5/2018	Nic Walters	
22/5/2018	Ruairi Cunningham	Some minor changes - DP grading and missed assessment different from MYP. DP Handbook can be linked to this doc.
29/08/2018	Lee Hole	Added most amendments that had been suggested by various Secondary School leaders
28/02/2019	Lee Hole	Additional guidance and clarification of actions to be taken by the school in relation to smoking, smoking devices and paraphernalia included in behavior section
20/06/2019	Lee Hole	Annual review, updated staff names and contacts and general updates of language and grammar

