

GULF INTERNATIONAL SCHOOL

HANDBOOK



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INTRODUCTION

Gulf International School is a private institution licensed by the Ministry of Education, accredited by Cognia, and affiliated with the University of Cambridge, UK. Gulf International School (GIS) was established in 2005 and was originally located in AlRakah. The school caters to students from KG1 to Grade 12. In 2017, we relocated to our current location in Al Hamra. GIS provides education to students from KG1 to Grade 12.

Revised Edition:

Gulf International School has revised its school manual in March 2024, to update policies and procedures. GIS regularly reviews and updates the school manual to ensure accuracy in accordance with policy changes set forth by the Ministry of Education and to align with best practices based on updates in peer-reviewed educational research.

Purpose of the Handbook:

- Explain rules, regulations, policies, and procedures.
- Inform stakeholders of permissible actions and the consequences of not adhering to the policies and procedures.
- Ensure the smooth, systematic, and planned functioning of the school and its activities.
- Clearly define channels of communication and the leadership hierarchy.

Mission and Vision

Vision:

The vision of Gulf International School is to provide a strong foundation in academics and values to learners, empowering them to lead as healthy, productive, and globally competent members of society.

Mission:

The school is committed to excellence in education by providing a nurturing, inclusive, and safe environment. We focus on the holistic development of the whole student, where all learners can attain their full potential. Students demonstrate emotional intelligence, effective communication, creativity, critical thinking, and the ability to be lifelong learners.

Objectives:

The objectives of the school are:

- Promote holistic development in a nurturing environment.
- Identify and enhance innate talent.
- Cultivate a thirst for knowledge and a passion for learning and self-improvement in students.
- Foster a culture of acceptance, tolerance for social, cultural, religious, and racial differences, respect for others, and self-respect.
- Impart values and develop attitudes and skills that align with the needs of the 21st century.
- Build a strong academic foundation and develop skills in effective communication, problem-solving, and critical thinking.
- Instill confidence and the ability to pursue higher education and careers of the student's choosing.
- Create global citizens who strive for excellence, are well-adjusted, and are sensitive to the diverse needs of tomorrow's world.

School Values

Core Values and Beliefs

The school caters to the needs of pupils from different countries, who bring with them a host of diverse values, attitudes, and beliefs. In this multinational, multicultural, and multiracial environment, the school strives to foster a culture of learning that embraces and respects

differences. We aspire to instill the following values: respect, responsibility, integrity, compassion, honesty, and courage.

Responsibility

The quality of being accountable for one's actions, accepting moral and legal obligations, and demonstrating reliability in interactions with oneself, parents, teachers, others, and the community.

Respect

The ability to demonstrate esteem, value, and high regard for oneself, others, property, diversity, rules, and regulations.

Integrity

The quality of consistently embodying strength of character, honesty, trustworthiness, and reliability. It involves adhering to moral and ethical values, even in the face of adversity.

Compassion

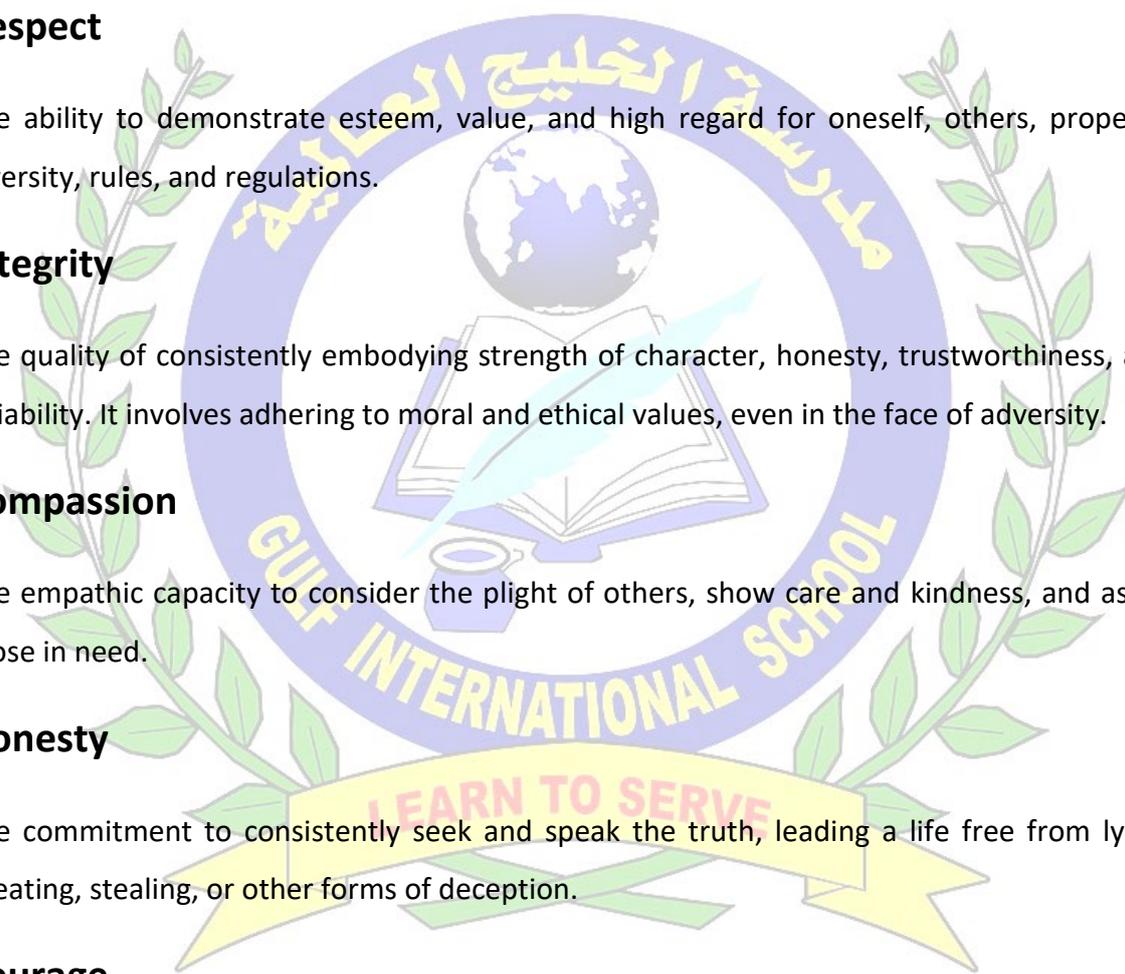
The empathic capacity to consider the plight of others, show care and kindness, and assist those in need.

Honesty

The commitment to consistently seek and speak the truth, leading a life free from lying, cheating, stealing, or other forms of deception.

Courage

The mental and moral strength to persevere and overcome fear during challenging times. It entails facing difficult situations with confidence, determination, and the willingness to stand up for one's convictions and what is right.



Core Competencies

- Critical thinking, creativity, and problem-solving
- Integrity and ethical literacy
- Adaptability, initiative, and risk-taking
- Effective communication
- Leadership and teamwork
- Global perspective



SCHOOL OVERSIGHT

Policy

The Committees work to comply with local rules and regulations under the Ministry of Education and ensures adherence to the School's Mission and Vision.

The School is overseen by two committees: the Managing Committee and the Administrative Committee.

Managing Committee

The Managing Committee comprises the following members:

- Owner/Chairman
- School Manager
- School Director
- School Principals

The Managing Committee works to comply with local rules and regulations under the Ministry of Education and ensures adherence to the School's mission and vision. The responsibilities of the Managing Committee include:

- Setting the strategic direction to guide the implementation and monitoring of all policies and procedures.
- Setting goals, organizing, planning, and controlling activities.
- Preparing a school development plan (Strategic Plan).
- Overseeing school control and accountability systems.
- Approving expenditure and budgets.
- Preparing cost estimates and managing revenue and expenditure.
- Developing and maintaining healthy relationships with all stakeholders.
- Maintaining clear and effective channels of communication.
- Creating, monitoring, and abiding by high ethical standards of behavior.
- Supporting an appropriate work culture.

- Resolving any issues arising due to conflicts of interest.
- Monitoring school performance.

School Administrative Committee

The School Administrative Committee oversees all aspects of school administration. It consists of the following members:

- School Director
- School Principals
- Vice Principals
- Academic Directors
- Deputy Academic Director

The responsibilities of the School Administrative Committee include:

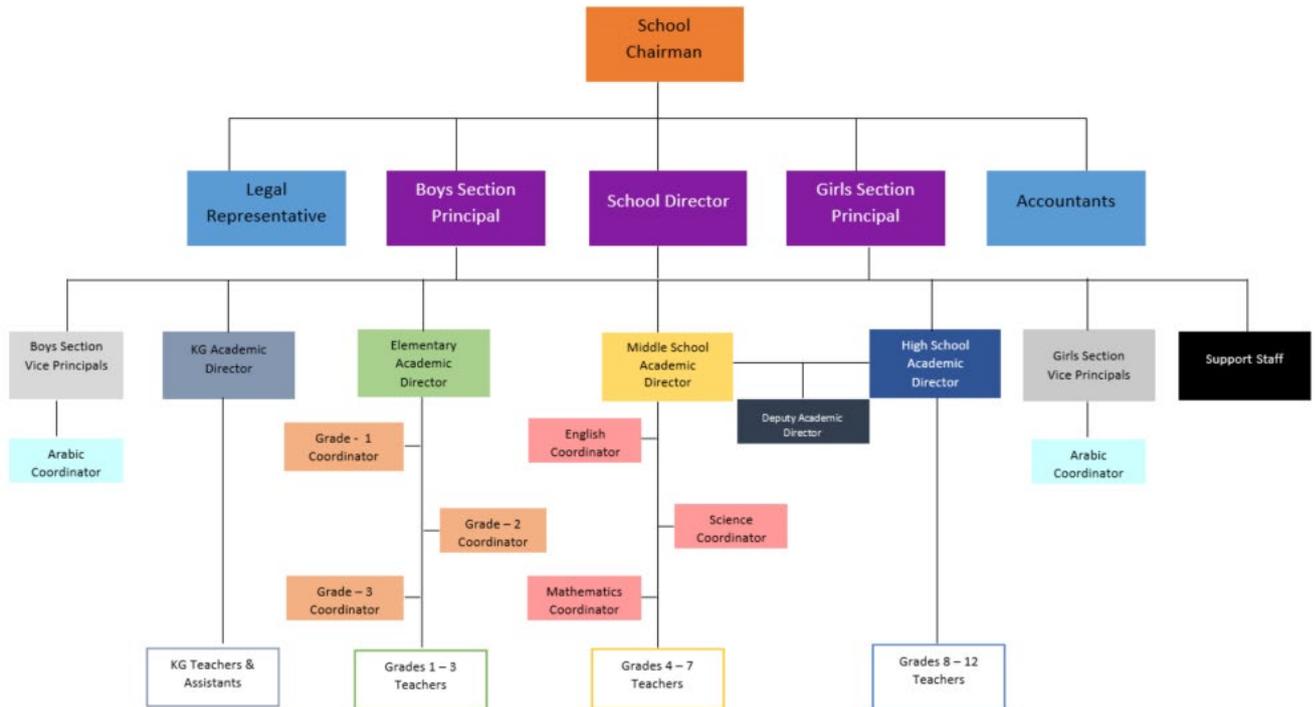
- Setting goals, planning, organizing, and controlling all school activities.
- Communicating goals clearly and freely to stakeholders.
- Safeguarding the interests of the school and the school community.
- Regularly monitoring, reviewing, revising, developing, implementing, and evaluating policies and procedures.
- Providing and monitoring materials and teaching aids.
- Complying with all local ordinances, rules, and regulations.
- Ensuring a safe and healthy school environment.
- Providing professional development opportunities to all personnel.

Organizational Hierarchy

The school has a well-defined organizational hierarchy that ensures proper organization and functioning of all activities. The clear roles and responsibilities remove ambiguities and establish relationships that streamline and direct all efforts towards achieving predetermined outcomes, specifically student achievement and overall school success.

The school's organizational hierarchy is depicted in the organizational chart provided below:

Gulf International School Hierarchy



Meeting Policy

Administration:

Weekly administrative meetings are held with all academic directors, vice-principals, and management. These meetings provide updates on departmental teaching and learning, student progress, school activities, and upcoming calendar events.

Department Meetings:

Academic directors hold bi-monthly meetings with their respective departments to communicate information and provide guidance for administrative meetings, address observation concerns, discuss events, and share calendar updates.

Subject/Grade Coordinator Meetings:

In the elementary school, grade-wide coordinators and middle school subject coordinators convene to discuss curriculum, syllabi, and teaching and learning strategies for core subjects.

Parent-Teacher Meetings:

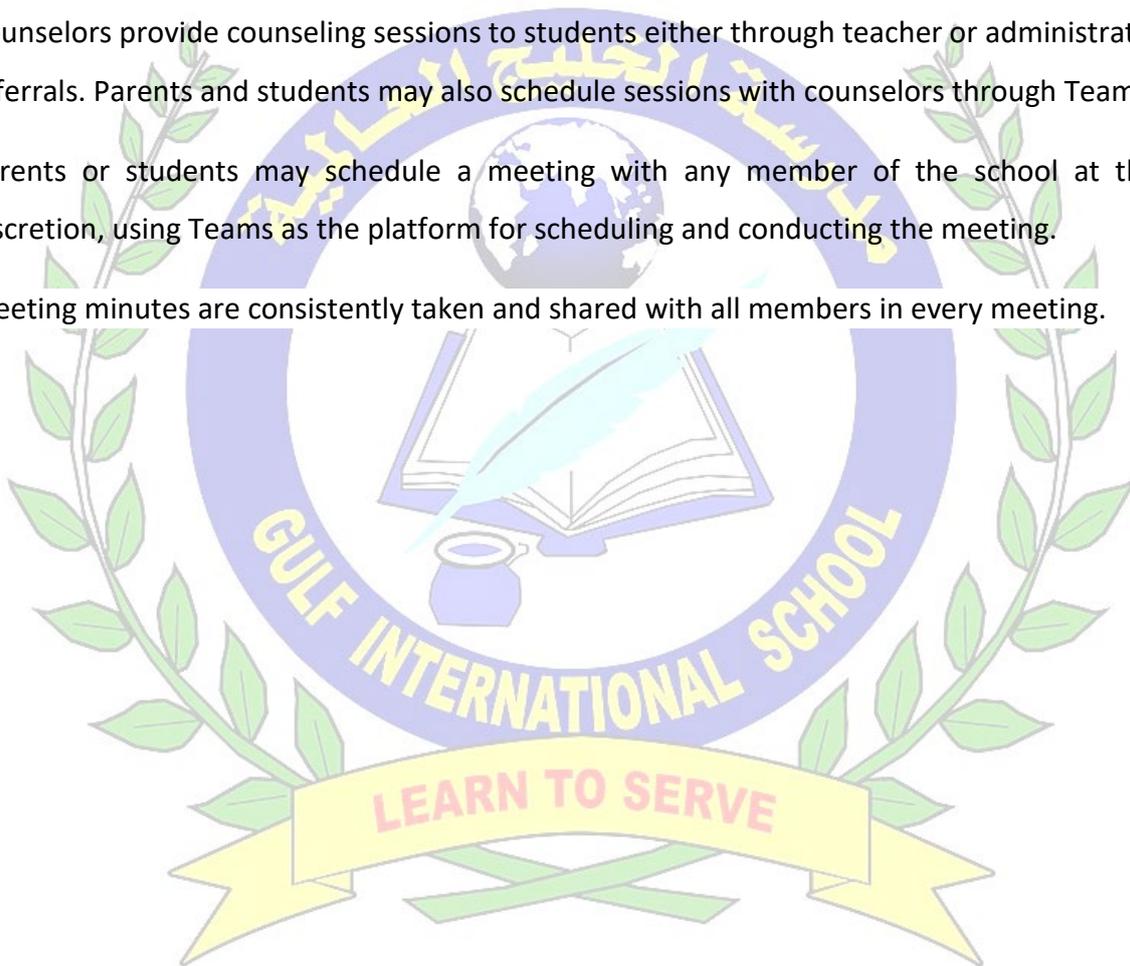
Parent-teacher meetings or conferences are conducted, on average, twice a year. These meetings are coordinated in such a way that parents have the opportunity to meet with all of their child's teachers and department Academic Directors during the same event. Typically, these meetings take place right before or after the end of a term.

Counselor Meetings:

Counselors provide counseling sessions to students either through teacher or administration referrals. Parents and students may also schedule sessions with counselors through Teams.

Parents or students may schedule a meeting with any member of the school at their discretion, using Teams as the platform for scheduling and conducting the meeting.

Meeting minutes are consistently taken and shared with all members in every meeting.



ADMISSION

Registration

- Gulf International School welcomes students from all backgrounds, including Saudi students, without bias.
- GIS is a selective school as the language of instruction is English.
- Students are required to take an entrance exam and participate in an interview.
- Admission to each respective grade is based on age, following MOE guidelines.
- KG students must be toilet trained to attend the school.

Registration procedures:

- Parents are required to submit all necessary documents along with the registration form before making any payment or scheduling the exam.
- Cooperation is kindly requested in ensuring that all documents are complete.
- For any parents who have not submitted all the required documents. The reasons are as follows:
 - Parents who have registered in GIS before the end of the academic year do not have the original end-of-year report card. Therefore, they must submit the second-trimester/semester report card.
 - Foreigners who have just arrived in KSA face the following issues:
 - Iqama has not been issued yet.
 - Last year's report card is not attested.
- These parents need to sign an undertaking letter. The letter confirms the parent's commitment to submitting the outstanding documents no later than two weeks from the start of the school year.
 - Failure to comply with this requirement will result in the student being unable to attend school.
- The administration reviews the paperwork submitted during the registration process.
- After the written examination and interview, the family will be contacted.

[1. Registration Form.pdf](#)

Conditional Acceptance

In line with our commitment to an inclusive and equitable school learning environment, there are instances where some students may not meet the entrance standards set by GIS. However, the Academic Directors have the discretion to allow a student admission if they believe the student has the potential to achieve and succeed. The following conditions would apply if conditional acceptance is offered to a student:

- The parent or legal guardian must sign a letter acknowledging that their child is being conditionally accepted into the school.
- The parent or legal guardian is expected to collaborate with the school to ensure that they provide support for their child's academic progress in their home environment.
- The parent or legal guardian accepts that if this child does not meet the academic requirements by the end of the school year; the student must be enrolled in another school for the following academic year.

[2. Conditional Acceptance Form](#)

Tuition Policy and Procedure

Gulf International School takes pride in the quality of its education program and the provision of a safe and clean learning environment. Tuition and fees are essential to support our classes, maintain a productive environment, and provide extracurricular activities and support services for our students.

Application Fee

- An application fee must be paid at the time of registration before the exam and interview can be conducted.
- Returning former GIS students are exempted from paying the registration fee if they are returning after one year only.
- The application fee is separate from the tuition fees for the first year.
- If the school decides not to accept the student, 50% of the application fee will be refunded.

- If the school accepts the student and the parent chooses not to have their child attend, the application fee will not be refunded.

Payment of Tuition and Fees

- Value Added Tax (VAT): In accordance with the laws of Saudi Arabia, school fees will incur an additional 15% for any non-Saudi family.
- The first tuition instalment must be paid upon acceptance of the student.
- If the first instalment is not paid upon acceptance, the seat will not be reserved, and the application fee will not be refunded.

Payment Plan

GIS offers two options for tuition payment:

Option 1: Full Payment

If the full amount of tuition and fees is paid, the family will receive a 5% discount.

Option 2: Instalment Payment

Tuition payments may be made in three instalments.

One-third of the tuition and fees must be paid one month before the start of the school.

A notice for payment will be sent one week before the due date.

Tuition Discounts

GIS offers two types of discounts:

A 5% discount on tuition and fees for payment in full on or before the end of the first month of school.

A 5% discount on tuition and fees for siblings starting from the 2nd student onwards.

Special Incentives

- Students who have been attending GIS consecutively since KG1 will receive a 10% tuition fee discount in their senior year (Grade 12).
- Students who are part of the Kingdom's Mowheba (Gifted and Talented) Program will receive a 10% tuition discount.

Consequences for Failure to Pay Tuition

- Report cards will be withheld for students whose tuition is not paid.
- GIS reserves the right to ask for full tuition payment from families who miss payment(s) and may revoke the continued enrolment of the student(s).
- Legal action may be taken against tuition defaulters.
- Students who are defaulters are not permitted to register for the Cambridge Exams.

Reserving Student Placement

- A notice will be sent by March 1st of each year to remind parents to reserve their student's seat for the next academic year.
- Parents must pay a deposit to guarantee their child's seat.
- Failure to pay the first instalment for the next academic year one month prior to the beginning of school will result in:
 - Student enrolment being cancelled.
 - Students not being allowed to enter the school.
 - Any deposit will not be refunded.

Tuition Refunds

Once tuition has been paid, refunds will not be permitted.

Tuition and Fees

- Tuition includes student textbooks and student ID.
- Bus fees are invoiced separately.
- Uniforms are an additional fees.

Tuition Updates

Gulf International School's tuition fees are subject to change in accordance with applicable school laws. The school is responsible for notifying parents in advance of any changes for the upcoming academic year.

School Withdrawals

The school acknowledges that parents may choose to withdraw their child from school. In such cases, the following policies apply:

- If the student attends school for any day within a trimester/semester, the family is responsible for paying the full trimester/semester fees for that trimester/semester/semester.
- Any discounts that have been granted will be revoked, and the full invoiced amount will be due.
- The school will not remove the student from the Noor System (MOE Educational Platform) until all accounts have been settled. This may affect the student's enrollment in another school.
- Once all school dues have been cleared, the transfer certificate will be issued within 7 days of submitting the application.
 - If the student is transferring to any other international school in the Eastern Province, the 2-trimester/semester report cards will be provided.
 - If the student is transferring to any private/public Arabic school or a school in another province, the report card will be attested by the MOE.

Addendum Letter

All parents, both current and new, must sign and agree to the following addendum of the registration contract as follows:

Parents must pay their child's tuition on time. The child will **not be able to enter the school** if the tuition payment is not paid on or before the due date stated in the Annual Tuition Fees schedule.

In addition, Gulf International School will ask parents to take their child's file and remove them from the school for failure to comply with the following School Rules:

- Failure to pay tuition on time
- Child's failure to wear the school uniform, wear their school ID, keep hair clean and tidy, and keep hair short (BOYS ONLY)
- Failure to follow the rules for dismissal and arrival to school
- Failure to treat every member of the faculty, staff, and administration in a respectful manner
- Student Behavior / Conduct Violation
- Parents may not dictate or request to change a child's class section.
- Additional as contained in the addendum letter.

[Addendum Letter](#)



CURRICULUM AND INSTRUCTION

Gulf International School follows the Cambridge curriculum from Kindergarten through Grade 12, adhering to its recommended teaching practices. The academic program has been carefully designed to ensure that every student at Gulf International School acquires knowledge, develops scientific skills, discovers their innate potential, and learns proper conduct. The school offers both core and auxiliary subjects, with core subjects requiring a greater number of study hours per week and auxiliary subjects requiring fewer hours.

Additionally, the Ministry of Education provides the Arabic Language, Islamic Studies in Arabic, and Saudi Arabian Culture subjects. The following guidelines apply:

- All Arab students are required to take Arabic and Islamic Studies in Arabic.
- Non-Arab students must take Arabic as a Foreign Language (AFL) and Islamic Studies in English.
- Urdu is an elective subject that is offered.

Gulf International School ensures the holistic development of every student through its curricular, and extra-curricular activities. The school aims to foster the following skills and qualities in students:

- Critical thinking, creativity, and problem-solving
- Integrity and ethical literacy
- Adaptability, initiative, and risk-taking
- Effective communication
- Leadership and teamwork
- Global perspective

To achieve its Vision and Mission, the school:

- Sets high standards for student learning.
- Provides an educational environment that prioritizes learning.
- Ensures that its staff have the expertise to enhance student achievement.
- Provides models of exemplary performance.
- Maintains international benchmarks to ensure that its students are globally competitive.

E-library:

- The e-library has been designed for the convenience of our students and their parents. It can be used for extra practice throughout the year to enhance grade-level skills. The e-library can be accessed through the "English" tab on the student's subject Team page.

Ratio:

Greater student achievement is contingent upon a smaller teacher-to-student ratio. GIS takes pride in maintaining a favourable teacher-to-student ratio to enhance the learning experience for all students.

Level	Teacher	Student
Kindergarten 1	2	12
Kindergarten 2 and 3	2	16
Grades 1 to 3	1	18*
Grades 4 to 12	1	20 *

* The number of students may vary depending on the class room size, but it must not exceed the specified limit.

Kindergarten:

Early year's education at Gulf International School focuses on building a strong foundation for students, with an emphasis on creating a language-rich environment. Each kindergarten class is led by a teacher and a teaching assistant who are responsible for the students' learning and development.

Kindergarten 1 and 2

Subject	Number of Lessons/Week
English	5
Mathematics	5

Science	3
Social Studies	2
Arabic	3
Phonics	5
P.E	2

Kindergarten 3

Subject	Number of Lessons/Week
English	5
Mathematics	7
Science	3
Social Studies	2
Arabic	3
Phonics	3
P.E	2

Elementary Grades 1 to 3:

Building upon the KG3 curriculum, students progress to grade 1, where they continue their education following the Cambridge Primary curriculum. In the girl's section, all male students in grades 1 to 3 are taught by female teachers in separate classrooms. The number of instructional hours align with the minimum requirements set by Cambridge.

Core Subjects

- English
- Mathematics
- Science
- Arabic

Auxiliary Subjects

- Social Studies
- Computer Studies
- Islamic Arabic/English
- Arabic Foreign Language
- Urdu

Subjects to be taught for G1-G3

Subject	Number of Hours/Week
English	5
Mathematics	5
Science	2
Social Studies	1
Computer Studies	1
Arabic	3
Urdu / Arabic Foreign Language	2+1
Islamic Arabic / Islamic English	1
P.E	1

Life Skills

Students in grades KG 3 through grade 3 at Gulf International School take Life Skills classes. Gulf International School has developed its own Life Skills books and curriculum, which feature relatable characters for GIS students, namely Saad, a KG3 student, and his sister Sara, who is in Grade 3.

Through the daily lives of Saad and Sara at GIS, our students are taught valuable Life Skills and positive behavior. The curriculum covers a wide range of topics, including friendship, respect, empathy, bullying, gratitude, and more.

The Life Skills curriculum is introduced in kindergarten and is followed through to grade 3.

Middle School Grades 4 to 7

In Gulf International School, grades 4 to 7 are divided into separate boys' and girls' sections. However, curriculum planning is discussed and shared between both schools to ensure consistency and alignment. The number of instructional hours meets the minimum requirements set by Cambridge International.

Core Subjects

- English
- Mathematics
- Science
- Arabic

Auxiliary Subjects

- Social Studies
- Computer Studies
- Islamic Arabic/English
- Arabic Foreign Language
- Urdu
- Saudi Arabian Culture Arabic/English

Subjects to be taught for G4-G7

Subject	Number of Hours/Week
English	5
Mathematics	5
Science	4
Social Studies	1
ICT	1
Arabic / Urdu	3
Islamic Arabic	2
Arabic Foreign Language / Islamic English	1+1

Saudi Arabian Culture	1
Art/Music(Girls ONLY)	1
P.E	2

High School Grades 8 to 12

Gulf International School divides grades 8 to 12 into separate boys' and girls' sections. Curriculum planning is discussed and shared between both schools to ensure consistency and alignment. The number of instructional hours adheres to the minimum requirements set by Cambridge International.

- Students in grade 8 follow the Cambridge lower secondary curriculum.
- Students in grades 9 and 10 follow the IGCSE curriculum.
- Students in grades 11 and 12 follow the A-level curriculum.
- In grade 11, students have the choice to select between Biology and Physics. Additionally, IT is an optional subject.

Core Subjects

- English
- Mathematics
- General Science
- Chemistry
- Physics
- Biology
- ICT/IT
- Arabic (Grades 8 to 10 ONLY)

Auxiliary Subjects

- Islamic Arabic/English
- Arabic Foreign Language
- Urdu

- Saudi Arabian Culture Arabic/English
- Arabic(Grades 11 and 12 ONLY)

Subjects to be taught for G8

Subject	Number of Hours/Week
Chemistry	5
Physics	5
Biology	5
Math	4
Computer Science	3
English	5
Arabic / Urdu	3
Islamic Arabic / Islamic English/Arabic Foreign Language	2/1/1
Saudi Arabian Culture/ History	1
P.E	1
Gym	1

Subjects to be taught for G9 – G10

Subject	Number of Hours/Week
Chemistry	3
Physics	3
Biology	3
Math	3
ICT	2
English	3
Arabic / Urdu	3
Islamic Arabic/Islamic English/Arabic Foreign Language	2/1/1
Saudi Arabian Culture/ History	1
P.E	1
Gym	1

Subjects to be taught for G11 – G12

Subject	Number of Hours/Week
Chemistry	5
Math	5
Biology or Physics	5
English	2
Arabic	1
Islamic Arabic/English/Arabic Foreign Language	1
Saudi Arabian Culture/ History	1
ICT (Optional)	4
P.E	1

Physical Education Policy:

The school aims to promote the participation of students and staff in physical education, fostering a school-wide approach to the promotion of sports. The school organizes sports activities with the assistance of the Physical Education instructor and other staff.

All students at GIS are provided with a minimum of one sports period per week.

Boys' Sections:

- Physical Education for Grades 4-7 is held on the ground floor.
- Physical Education for Grades 8-12 is held on the third floor.

Girls' Sections:

- The first four periods of Physical Education are offered on the ground floor and/or the third floor.
- The ground floor is unavailable during period 5 due to KG and elementary dismissal.
- Physical Education for Boys in Grades 1-3 is held on the third floor.

High school diploma

Students graduate from Gulf International School with a high school diploma that is accredited by both the Ministry of Education (MOE) and Cognia.

ASSESSMENT POLICY

Gulf International School (GIS) has developed an internal grading structure to support students in their continuous learning journey. The grading system serves several purposes, including:

- Identifying learner needs and areas requiring remediation.
- Informing parents and school leadership to ensure students receive appropriate support and encouragement.
- Evaluating individual teacher's and the school's performance.
- GIS utilizes both summative and formative assessments to facilitate student development, inform teaching practices, and provide updates to parents and stakeholders regarding learning gaps and areas for improvement. Formative assessments include weekly quizzes, while summative assessments are administered as exams at the end of each trimester/semester.
- All formative assessments, including quizzes and exams, are reviewed in class with students upon completion of grading. Parents who wish to review their student's exam papers may do so by contacting the relevant Academic Director.
- Exams are securely kept within the school and are not reviewed in class.

Grading System

Grades in the GIS Academic Program are based on a three-trimester/semester system. End-of-year report cards are calculated based on the following percentage scale:

Trimester/semester	Percentage
Trimester/semester 1	30%
Trimester/semester 2	30%
Trimester/semester 3	40%

- Each trimester/semester consists of 10 instructional weeks and is followed by 2 weeks of summative exams subjective to the academic calendar.

- A mid-trimester/semester report is issued after a 5-week grading cycle to provide an update on the student's progress and learning.
- The final trimester/semester report combines the mid-trimester/semester grades, final internal grades, and the final exam mark.

Grading System					
Internal (60 points)			Final Trimester Exam		
First 5 – weeks instruction (30 points)			Second 5 - weeks instruction (30 points)		
CP	HW	CW	CP	HW	CW
5	5	20	5	5	20
40 points					

Abbreviations:

CP - Class Participation HW – Homework CW – Classwork

Internal Grades:

To calculate internal marks, Gulf International School (GIS) takes into account the following components:

- Homework
- Classwork
- Class participation

60% of a student's final grade for each trimester/semester is determined by their internal marks. Specifically, internal marks consist of 40 points for classwork, 10 points for homework, and 10 points for class participation.

In the first mid-trimester/semester,

- Students receive 30 marks for internal grades, distributed as follows: 20 for classwork, 5 for homework, and 5 for class participation.

- These grades are added to the second half of each trimester/semester to obtain the total marks: 40 for classwork, 10 for homework, and 10 for class participation.
- It is important for students to organize their timeline of homework and classwork during this 5-week period, ensuring that all internal marks are completed by the schedule provided.

How are internal marks recorded?

Internal marks are recorded in a manual gradebook and then uploaded into an electronic version to facilitate automatic calculation and tallying of grades.

Earning Grades or Marks:

Homework:

Homework refers to work assigned to be completed outside of class through Teams. Teachers set a deadline for completing homework, allowing a minimum of 2 days for students to submit their work and receive credit and feedback.

- The minimum number of assignments per week is determined by the number of subject periods.
- A 5-week plan for homework and classwork ensures the completion of all assignments as scheduled.
- Quiz Schedule will be shared by the School Administration.

Homework marks are awarded as follows:

- 5 points are given for submitting homework on time.
- 4 points are given for submitting incomplete or late homework (up to 48 hours after the due date).
- 0 points are given for homework submitted after 48 hours.

Classwork:

Classwork refers to work assigned and completed during class. This work is graded, recorded, and returned to students. Teachers are required to review classwork with students and explain any missed points. Classwork materials are often included in exams. Examples of classwork include weekly quizzes on spelling, vocabulary, terminology, short answer worksheets, textbook problems or questions, as well as announced (covering more than two lessons of information) and unannounced (covering less than two lessons of information) quizzes. The purpose of classwork is to provide continuous assessment and help students learn in smaller increments rather than cramming before tests or exams.

The minimum number of assignments per week for classwork is based on the number of subject periods.

- Quiz schedules will be shared by the School Administration to prevent overloading students.

Classwork marks are awarded as follows:

- Each in-class assignment is worth either 10 or 20 points, depending on the time required or the difficulty of the task.
 - Students receive a grade or mark based on the number of questions or problems completed correctly.
 - Marks are calculated out of the total possible, and the average at the end of each marking period is converted to a score out of twenty.

Grades 1 to 3

5 - Week Marking Scheme for Grade 1 - 3

Number of Periods per Week	Subjects	Minimum of Assignments per 5- week marking period
5	English, Math	3
2,3	Science, Arabic, Urdu	3
1 or 2	Social Studies, IT, ISA, AFL, ISE	2

Grades 4 to 7

5 - Week Marking Scheme for Grade 4 - 7

Number of Periods per Week	Subjects	Minimum of Assignments per 5 - week marking period
4 or 5	English, Math, Science	3
2 or 3	Arabic, Urdu, ISA,	3
1	Social Studies, IT, AFL, ISE, SAC AR, SAC E	2

Grade 8

5 - Week Marking Scheme for Grade 8

Number of Periods per Week	Subjects	Minimum of Assignments per 5 - week marking period
4 or 5	English, Math, Science	3
2 or 3	ICT, AR, URDU, ISA, ISE	3
1	SAC AR, AFL, SAC E	2

Grades 9 and 10

5 - Week Marking Scheme for Grade 9 - 10

Number of Periods per Week	Subjects	Minimum of Assignments per 5 - week marking period
2 or 3	English, Math, Physics, Chemistry, Biology, ICT, AR, Urdu, ISA , ISE	3
1	SAC AR, AFL, SAC E	2

Grades 11 and 12

5 - Week Marking Scheme for Grades 11 - 12

Number of Periods per Week	Subjects	Minimum of Assignments per 5 - week marking period
3, 4, or 5	Math, Physics, Chemistry, Biology, ICT	3
2	English, Arabic	3
1	ISA, SAC AR, AFL, SAC E, ISE,	2

Class Participation:

Marks for class participation are awarded based on the following criteria:

1. Attendance:

- Full marks are given for attendance.
- Each unexcused absence results in a deduction according to the marking scheme for each subject.
- Being late three times results in a one-mark deduction from the first period.

2. Following Classroom Rules:

- Full participation marks are given for students who consistently follow MOE, School, and Classroom rules.

Students who do not follow classroom rules are subject to the following steps:

- **First warning:**
 - The teacher tracks and records the misdemeanor in the gradebook.
 - A notice is posted to the parents of the student in Teams.
- **Second warning:**
 - The teacher continues to track and record the misdemeanor.
 - A notice is posted to the parents of the student in Teams chat and AD is cced.
- **Third infraction misdemeanor:**

If a student commits a third infraction within the same class:

- The Academic Director and School Principal are informed.
- A write-up may be done, and if necessary, a referral to the School Counselor.
- The parent is contacted.
- The student loses 1 point or 1 mark from class participation.

Please note that the specific marking scheme and consequences for class participation may vary based on the policies and guidelines set by Gulf International School.

Class Participation Marking Scheme				
(CP will be completed only once per 5 weeks and will be out of 5 marks. Students' participation grade will be based on their attendance and behavior in class.)				
Number of periods per week	Number of Unexcused Absences or Behavior Referrals			
3, 4 or 5	5 - 9: 4 Marks	10 - 14: 3 Marks	15 - 19: 2 Marks	20 +: 1 Mark
2	3 - 5: 4 Marks	6 - 8: 3 Marks	12 - 11: 2 Marks	12 +: 1 Mark
1	1: 4 Marks	2: 3 Marks	3: 2 Marks	4 +: 1 Mark

Behavior Referrals: •1st Warning •2nd Warning •3rd Warning refer to the AD for deduction of mark.

Exam Protocols:

Exam Announcement and Preparation:

- Exam schedules will be announced two weeks prior to the first exam day after approval from the School Principals.
- In Middle and High School, Math exams must be scheduled on Sunday, and Physics exams are must be scheduled on Sunday for High School.
- Exam schedules may have different dates for core and auxiliary subjects.
- Exam schedules will be announced on the Teams Parent's Channel.
- Portion guides will be provided to all students before the exams, along with the exam schedules.
- Study matireals will be given only for core subjects to grades 1-6, along with the exam schedules.
- Students have ten weeks of instruction for each trimester/semester
- Study guides must not include the same questions that will be included in the exam, or similar styles of questions.

Exam Duration:

- Auxiliary Exams may be conducted before core exams, or they may be mixed.
- Exams will be administered daily, with some exceptions possible with approval.
- The duration of the exams will be 1.5 hours for auxiliary and core subjects for grades 1-7, 2.5 hours for core subjects, and 1.5 hours for auxiliary subjects for grades 8-12.

Examiners' Meetings:

- The Administration must convene a meeting with their teams to decide on examiners, moderators, checkers, and mark allocation.
- If more than one educator is teaching a subject in a grade level, the Academic Director must assign tasks to each educator.
- **The Academic Director must:**
 - Meet with subject teachers after every trimester/semester examination to analyze results and learners' performance in each subject.
 - Moderate internal assessment marks.
 - Appoint checkers from the respective teams of educators to verify every answer script.
 - Appoint teachers to verify mark sheet totals before uploading them into the system.
 - Respective subject teachers are responsible for handing over only the hard copy of the exam paper with answer paper completed to the Academic Director.

Guidelines for Exam Papers:

Each paper should have a

1. Cover page:

- Name of the exam with Academic Year, Name of the subject, Date and Time, Three marker details and total marks.
- Student details
 - Name, Registration number, and Grade and Section
- Instruction about the exam

2. Footer details:

- a. Name of the exam /Subject and the number of the pages.

3. Exam papers must use the below font details:

- a. Paper size – Letter, Margin should be 0.7 on all sides,
- b. Font should be Times New Roman, Size 14, Line spacing 1.5

- c. Each question should be bold and numbered properly.
- d. Mark for each question should be mentioned.
- e. Skills covered must be included for each section.
- f. Points breakdown must be on the answer key.

[Exam Cover page.pdf](#)

Invigilation Policy:

- Two teachers must invigilate in each classroom.
- The invigilator is expected to be in the class at the time set by the administration.
- Academic Directors should be present at the start and end of each exam.
- The invigilator must ensure that all students keep their bags, books, worksheets, and smartwatches (smartwatches are not allowed at School anytime) outside the examination room.
- Students must be in the class at 7:30 am. Anyone who arrives after 7:45 am must report to the corresponding section floor monitor to sign in and inform the School Principal.
- Students must wear ID badges for the exam and be in correct uniform.
- The invigilator must check whether the students are seated in their allotted places.
- The invigilator must start distributing the answer scripts promptly at 7:45 am.
- The subject teacher of the exam is not allowed to be in the exam hall/room.
 - Invigilators will approach Academic Directors first, instead of the subject teacher. They should contact the Academic Director through the floor monitor only if multiple students have the same query about the examination paper.
 - The Academic Director and subject teacher will jointly attend the examination venue to resolve any concerns related to the examination paper.
- The invigilator should write the date, subject, number of students attending the exam, number present/absent, and the time allowed to complete the exam on the whiteboard.
- The invigilator must note the details of absentees on the attendance form.
- The invigilator must sign every individual answer script and ensure that all students write their ID, full name, class, and section on their papers.

- The invigilator must ask the students to check their answer scripts to ensure that no pages are missing or left unanswered.
- The invigilator must immediately report any errors in the paper to the floor monitor.
- The invigilator must ensure that proper discipline is maintained during the examination. If they find any student disturbing the class, they can report it to the floor monitor.
- The invigilator must not sit, whether on a chair or the table, while on duty.
- The invigilator must be vigilant and keep moving during the examination. If they find any student involved in malpractice, they must immediately report it to the floor monitor.
- The invigilator must not use a mobile phone to make or receive personal calls during their duty.
- The invigilator must not allow any student to leave for drinking water/restroom during the examination unless it is an emergency.
- The invigilator must not collect the answer scripts before the designated time, and students must wait until the end of the exam to leave unless informed otherwise.
- The invigilator must ensure that all students sign the attendance form when submitting the answer scripts.
- The invigilator must arrange the students' answer scripts and submit them, along with the envelope and attendance form, to the floor monitor.

Final Exam Paper Correction:

- Three teachers will be responsible for the correction:
 - First Marker (uses a red pen).
 - Second Marker (uses a green pen) who revises the answers.
 - Third Marker (uses a black pen) who validates the scores.
 - The correcting teacher must sign out the exam paper from the Academic Director.
 - If the checking of the exam is not completed by dismissal time, the corrector must return the exam to the Academic Director. No exams may be kept or taken home.

- All three teachers must sign the paper after completing the checking.
- Teachers who correct and revise will sit together.

Report Cards:

- Reports are approved by the Academic Director and downloaded by the IT department.
- School trimester/semester report cards are sent electronically through the school report team's account.
- The final academic year report card is downloaded through the MOE Noor system. The Academic Director and class teachers are responsible for validating the student's information and the subject's marks on the Noor report card at the end of the academic year.

Grade boundaries

Grades available at GIS				
A (pass)	B (pass)	C (pass)	D (pass)	F (fail)
90% +	80%+	70%+	60%+	Less than 60%

Absences during Exams:

- If a student is absent on an exam day, they must sit the exam on the next scheduled exam day only if the absence is approved by the school principal.
- Students who are required to sit two exams in one day are responsible for their own transportation.
- A student will be given a different exam paper from the one originally given to students to maintain the integrity of the exam process.
- To support students with their learning, it is encouraged that students complete their exam schedule within the designated exam dates. **Families are therefore advised not to make travel arrangements before the last day of the trimester/semester.**

Approved Absences:

- In the case of an approved absence, the student will be permitted to take part in any graded assignments they have missed.
- The absence will not be recorded in ODOO, and the student will be marked as present.

Unapproved Absences:

- In the case of an unapproved absence, the student will not be permitted to take part in any graded assignments they have missed.
- The absence will be recorded in ODOO and may impact the class participation grade depending on the number of absences.

Missed Class Learning:

Whether the student is authorized by the school principal to be absent or not, the student may still miss out on key learning that is difficult to make up. It is the parent's responsibility to ensure that any missed learning is supported at home.

Missed learning hours can be summarized as:		
1 day absent	5 days absent	10 days absent
5 hours	25 hours	50 hours

Pre-arranged Absences:

- Students are directed to the Teams pages to ensure that they are informed about any missed lessons.
- Teachers are responsible for their students' learning in the event of an excused absence.
 - Be available to answer student's questions regarding missed lesson(s).
- Work must be organized and discussed with the Academic Director in advance for pre-arranged absences.
- Work must be shared in a folder accessible to all students.
- This applies to KG, Elementary, Middle School, and High School.

Failed Subjects:

- GIS is committed to the academic success of its students. If a student does not achieve a passing grade (D) in any subject at the end of the year, they will be required to take a re-sit exam in August.
- The parents of students who have failed a subject will be notified of the re-sit schedule.
- The re-sit exam week is scheduled as part of the Academic Calendar, and parents are requested to ensure that their child is available during this week.
- Students must pass the failed subjects to be promoted to the next grade.
- If a student does not meet the requirements, they will be required to repeat the year.

Re-sits:

A low exam result does not qualify for a re-sit if the student has already passed the exam.

Promotion to the Next Academic Year:

- Students who have passed all subjects will be promoted to the next academic year.

Project-Based Learning (PBL)

Project-Based Learning (PBL) is an instructional approach that places students at the center of their learning experience. It involves hands-on, experiential learning where students apply their knowledge and skills to real-world situations. PBL promotes collaborative group work, cultivates effective communication skills, and enhances problem-solving abilities. It also encourages student choice and autonomy, allowing them to take ownership of their work. PBL projects can encompass various topics such as sustainable garden design, marketing campaigns, and solutions to local environmental issues.

At Gulf International School (GIS), recognizing the need for students to showcase their work and creativity to the community, a platform has been established.

Here are some guidelines for PBL implementation at GIS:

- PBL is integrated into individual subjects and contributes to the Classwork marks.

- Teachers are responsible for sharing the project contract and rubric with students at least two weeks before the project's due date.
- For examples of PBL projects, please refer to the provided link.

[PBL Rubric.pdf](#)

[PBL Contract.pdf](#)

Individualised Education Program (IEP) Policy

Purpose:

This policy aims to establish an approach at Gulf International School (GIS) to support students with learning needs. The goal is to ensure that all students struggling with their assessments receive personalised educational strategies to improve their learning outcomes.

Policy Components:

1. Identifying Student Needs
 - a. The process begins with
 - i. Students admitted in the school on Conditional Acceptance.
 - ii. Students who are failing in exams and quizzes.
 - iii. Students below bench mark in the Renaissance STAR Assessments in English and Mathematics in grades 2 to 9 only.
2. Developing Personalised Education Plans:
 - a. IEPs should include clear and measurable goals, customised instructional strategies and appropriate accommodations.
 - b. Teachers are responsible for recording the initial assessment outcomes, learning goals and the methods they plan to use for customised teaching within the Individualised Education Program (IEP).
3. Implementation:
 - a. Progress monitoring is necessary to ensure students are on track with their IEP objectives.

4. Review and Adjustments:

- a. Any modifications made to the IEP must be discussed with both the student's guardians and, when appropriate, with the student. These changes should also be documented within the IEP.

5. Documentation and Reporting

- a. Maintaining documentation in the students' files covering all stages of the IEP process, from assessments and goal setting to adaptations and progress monitoring, is essential.
- b. Teachers must regularly provide reports on student progress to parents or guardians.

6. Confidentiality

- a. All records related to IEPs are confidential and must be handled in accordance with the schools privacy policy and relevant data protection laws.

7. Parental/Guardian Involvement:

- a. Parents or guardians should be considered as partners in the IEP process. Their input should be sought after. They should be encouraged to participate in meetings and reviews.

Implementation:

All aspects of this policy need to be implemented effectively. The Academic Directors oversee the IEP process and ensure compliance with this policy. Regular internal audits should also occur to maintain the IEP process's integrity.

Review:

This policy will undergo a review or frequent evaluations if necessary, ensuring its continued relevance and effectiveness in meeting GIS student's educational needs.

We will consider the feedback provided by staff members, students and parents/guardians throughout the review process.

EXTERNAL EXAMINATIONS

Cambridge International:

- GIS is an official Cambridge Examination Centre, allowing external examinations to be held at our school.
- Students are encouraged by the school to sit the examinations at the end of the academic year in which they complete the syllabus.
- Students who follow this approach will be granted study leave during the exam period, allowing them to focus on the May/June exams.
- Students who choose to sit exams in November are only permitted study leave for the day prior to the exam and the day of the exam. Additional days of leave will be considered unauthorized and may impact their grades for their school report or high school diploma.
- Saudi Arabia follows the examination timetable for Zone 3.
- Details for exam registration will be posted on Teams by the Deputy Academic Director.

Cambridge Testing Center:

Gulf International School is an Official Cambridge Testing Center for IGCSE.

- The aim is to encourage more students to take the Cambridge Exams.
- Efforts have been made to make the process more affordable.

Online Support:

The school offers additional support by offering online classes for Cambridge test candidates.

- Students will be able to complete the Cambridge curriculum more quickly online compared to in-class learning.
- These online classes are offered only to IGCSE, AS, and A-level students. HSD students will not attend these classes.
- Past papers will be covered.

- Online classes facilitate tutoring sessions in smaller groups.
- Teachers will be able to cover more material online for each unit.
- Attendance is optional but encouraged for those intending to register for the examinations.
- Note that the online classes will be available after school for the following subjects
 - Mathematics
 - Biology
 - Chemistry
 - Physics

Core and Extended Curriculum:

Students can enter for Core examinations and/or Extended exams.

- Core exams have a grade cap at level C.
- Extended curriculum exams offer grades from A* to E.

Mock Exams:

The Deputy Academic Director will schedule mock exams for subjects offered by the school, allowing students to experience exams that differ from the style of examinations included in the GIS high school diploma.

Study Leave Policy:

- Study leave is allocated for the May/June examinations only.
- Students sitting exams in November are not given extended study leave.

Outstanding School Fees:

Before registering for Cambridge Examinations, students must ensure their school fees are up to date.

The accounts department will check the school fee status before processing any payment for Cambridge Exams. If fees are in arrears, they must be cleared first.

- The school reserves the right to request that complete school fees for the academic year are cleared before processing payment for the examinations.
- Delays in payments may result in a student being denied entry into the examination.

Results:

The date of the results following the May/June and October/November examinations will be announced by Cambridge.

Secure Room:

To serve as a test center, the school must demonstrate the security of the exam papers. A secured room has been prepared and approved by the Cambridge Middle East representative.

External Candidates:

Students who register at GIS for Cambridge examinations are not permitted any support from GIS teaching staff. The school functions solely as an examination center and is not a teaching facility.

Lab sessions are offered on Saturdays four times each for the following subjects a student has registered for:

- Physics
- Chemistry
- Biology
- ICT/IT.

Cambridge Handbook:

Please refer to the [Cambridge website](#) for more information.

Cambridge Invigilation Policy

1. Purpose of the Policy

This policy aims to establish clear guidelines for conducting Cambridge International examinations at Gulf International School, ensuring integrity, security, and fairness.

2. Scope

This policy applies to all staff involved in the invigilation of Cambridge International exams, including exam officers, invigilators, and any other support personnel.

3. Invigilator Role and Responsibilities

- Understand and adhere to Sections 4 and 5 of the [Cambridge Handbook](#) regulations.
- Familiarise with Key Time and Full Centre Supervision regulations.
- Be aware of the Notice to Candidates and Candidate Warning poster. These posters must be present in the exam hall.
- Understand subject-specific regulations as per [Cambridge handbook](#).
- Conduct exams as per Cambridge International procedures.
- Monitor candidates vigilantly and move around the exam room.
- Suppress and report any suspected malpractice to the Head of the Centre.

4. Conduct During Examination

- Give all candidates a five-minute warning before the end of the exam.
- Provide Full Centre Supervision where required and ensure Key Times are respected.
- Collect and secure exam materials upon completion.
- Ensure candidates do not remove any exam content from the room.
- Maintain confidentiality and security of all exam papers.

5. Key Times

- Implement Key Times according to the centre's local time zone 3.

Morning Session

- Exam Starts: 11:00 AM
- Reporting time: 10:30 AM

Evening Session

- Exam Starts: 3:00 PM
- Reporting time: 2:30 PM

Lab Exam

ICT Lab Exam

- Exam Starts: 9:30 AM
- Reporting time: 9:00 AM
- Understand their importance in maintaining the security of the exam content.
- Ensure candidates are in the exam hall or under Full Centre Supervision during Key Time.

6. Full Centre Supervision

- Supervise candidates in a designated area where they may access books and notes and speak without disturbing others.
- Apply Full Centre Supervision until the Key Time has passed if required.

7. Mobile Phone Policy for Invigilators

- Invigilators may use mobile phones for emergency purposes only.
- Phones must be silent and kept away from candidates' views.

8. Handling Candidates' Needs

- Accompany candidates to the washroom with an invigilator of the appropriate gender and without compromising invigilator numbers in the exam room.
- Allow candidates who finish early to leave the exam space only after collecting all exam material.

9. Ending the Examination

- Provide official end-of-exam instructions.
- Safeguard the integrity of the exam by ensuring no question paper content leaves the exam room.
- Organise answer scripts as per the attendance register and hand them over immediately for dispatch.
- Avoid leaving scripts unattended or allowing them to be read.

10. Reporting and Debriefing

- Establish a debriefing protocol for each exam session to discuss incidents or observations.
- Report special considerations or any extraordinary occurrences to the exams officer.
- Provide a channel for invigilators to report late candidates, misconduct, and other incidents.

11. Training and Support

- Ensure all invigilators are adequately trained and understand their roles and responsibilities.

12. Equality and Fairness

- Ensure a fair exam experience for all candidates, including those with access arrangements such as extra time, scribe, human reader, word processor, and more, as specified by Cambridge International and the exams officer.

13. Review and Monitoring

- Regularly review the invigilation policy and its effectiveness.
- Monitor the implementation of the policy during each exam session and make adjustments as necessary.

15. Communication

- Distribute this policy to all relevant parties.
- Regularly update the policy to reflect changes in Cambridge Assessment International Education guidelines or local regulations.

Transportation:

- No transportation is provided for students.
- Transportation for GIS invigilators is provided by the school.



Renaissance:

Introduction:

GIS utilizes the Renaissance Star Assessment, a standardized achievement test for students in Grades 2 to 9. This computer adaptive test provides teachers with learning data to personalize instruction based on each student's skills, strengths, and areas for improvement.

Purpose of Renaissance STAR:

- The STAR Assessment is a tool that helps teachers gain insight into the learning requirements of every student.
- It provides information that shapes our approach to ensure it caters to each student's unique needs.
- From the student's perspective, this assessment presents an opportunity to showcase their understanding and skills in a low-stress environment.

Why is the STAR Assessment important?

The Renaissance Star Assessment holds significance for the following reasons:

- **Personalized Learning:** The STAR assessment offers insights into a student's skills, strengths, and areas that require improvement. This enables teachers to customize instruction and provide targeted resources based on individual student needs.
- **Progress Monitoring:** Scheduled STAR assessments effectively track a student's progress over time, enabling the identification of intervention or additional support requirements.
- **Benchmark Assessment:** STAR results can serve as a benchmark assessment to ensure students' progress in line with state and curriculum standards.
- **Future Performance Predictions:** The STAR assessment can anticipate a student's performance in testing, which is crucial in educational planning.
- **Data-Driven Decision-Making:** The results obtained from STAR assessments provide data that informs decision-making at both the classroom and school levels. From

designing interventions to allocating resources, the insights derived from the STAR assessment are invaluable in shaping practices.

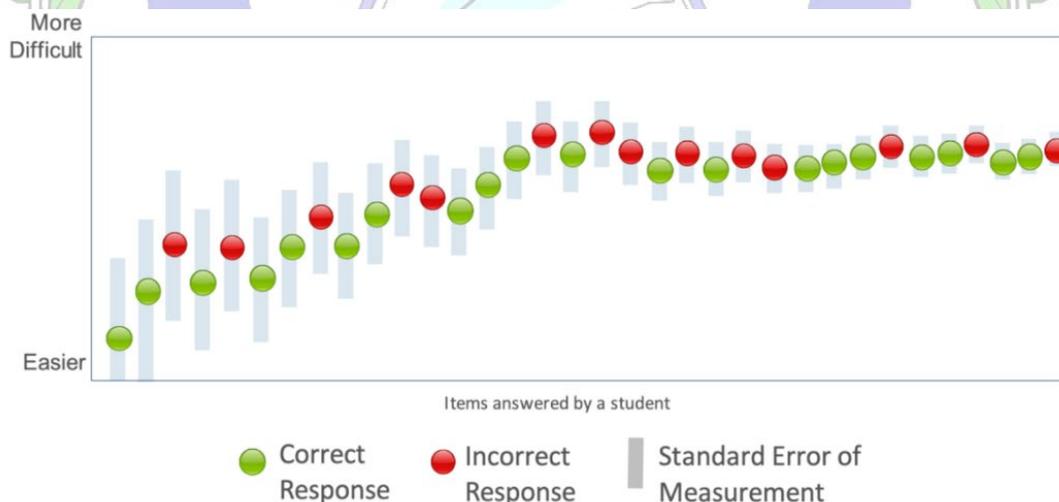
What do teachers do with STAR Assessments?

Teachers analyze the data they receive from Star Assessments to understand what students already know and what they are ready to learn next. They monitor student growth and determine which students may need additional help. Star Assessments are heavily researched and scientifically proven to help teachers guide each student on their unique path to mastery.

What do STAR Assessments do for my child?

By pinpointing exactly what your child knows, teachers can personalize your child's practice to ensure continuous growth.

How does computer-adaptive testing work?



Mawhiba:

The Mawhiba test aims to assess students' potential academic abilities and skills in the fields of language, mathematics, science, and aspects of creativity. It has been to evaluate students' abilities and determine their eligibility for participation in programs and activities related to the National Project for Gifted Identification since 2011. The test consists of various dimensions, sections, patterns, and images.

Resources:

- Apps
- Books: Available in both Arabic and English languages at local bookstores
- Past papers: Accessible on websites.
- Workshops

Number of Opportunities:

Students are allowed to take the Mawhiba test only once.

About Test:

Testing Subjects <ul style="list-style-type: none">• Mathematics• Languages	Test Type Multiple choice questions (MCQ)
Test time <ul style="list-style-type: none">• Two hours and a half	Test Language <ul style="list-style-type: none">• Arabic or English
Test application mechanism <ul style="list-style-type: none">• Computer-Based	Test uses <ul style="list-style-type: none">• Universities, colleges, and anyone who requires this test.
Test model: <ul style="list-style-type: none">• https://www.mawhiba.org/Ar/programs/selection/Pages/Process.aspx	
Test dates: <ul style="list-style-type: none">• Registration: Dates may vary.• Exam: Dates will be in the mid-months of December to January. Dates may vary.	

When to take the test:

This test can be taken in either the eighth or ninth grade. Both Saudis and non-Saudis are eligible to take this test.

Date of announcing results:

The results are announced three to four weeks after taking the test. Each student will be informed via the SMS service stating that the result is available on their personal account on the Mawhiba website.

Targeted People:

If you are a Mawhiba student, you can benefit from the following:

1. Students will have the opportunity to take part in free workshops offered by specialized educators.
2. You should choose workshops to build your CV based on the university course you are going to pursue.
3. You are eligible for scholarship opportunities.
4. Local summer programs of Mawhiba under Mawhiba's supervision.
5. Mawhiba international summer programs under Mawhiba's supervision.

If you are not a Mawhiba student, you can register yourself in grade 9.

Score:

Achieving 10-15% on the Qias test is considered the best score.

Website:

<https://www.mawhiba.org/Ar/programs/selection/Pages/Process.aspx>



COMMUNICATION

Parent Orientation:

To ensure a strong partnership between home and school, an orientation is conducted at the start of the academic year to guide new and existing families with the rules, routines, and procedures outlined by the school. The date and time will be announced through Teams posts and SMS.

Parents Advisory Committee (PAC):

About PAC:

- The Parents Advisory Committee (PAC) is not a policy-making body and does not have the authority to manage or direct the school's administration, faculty, or staff.
- However, through improved communication and understanding, the school administration will be able to reflect and understand more clearly the needs of the parents whom the PAC represents.
- Matters for consideration by the PAC will be initiated by the request of the administration. Additionally, parents may contact the PAC representatives to put forth items for consideration, not for personal matters but for general policies that affect all stakeholders.
- The PAC will be non-partisan, non-sectarian, and non-commercial. PAC members may not use their position and influence for personal reasons.

Purpose:

The PAC aims to:

- Develop and promote unity between parents and the school community.
- Improve communication between parents and the school community.
- Encourage parent involvement in the decision-making process and school-related activities and policies.

PAC Guidelines:

Candidates should:

- Be able to attend meetings regularly; any member who misses more than one meeting may be asked to resign, and another parent will replace them.
- Be prepared to represent all parents, not just their self-interests.
- Be prepared to report back to the parents as needed or as asked.
- Must be willing to follow the rules of conduct.

Responsibilities:

The PAC is responsible for:

- Advising the school administration on matters related to educational needs and problems and suggesting priorities that involve the school as a whole.
- Providing assistance and feedback regarding current programs.
- Assisting in establishing and improving communication between the school and stakeholders.

[1. Parents Advisory Committee Guidelines form.pdf](#)

Student Follow-up Policy:

- Teachers are required to follow up with parents and students as part of the student follow-up policy.
- Teachers should communicate with parents through Teams and calls to inform them immediately and notify the Academic Director in the following situations:
 - Behavioral issues in the classroom
 - Non-submission of homework and receiving zero
 - Low marks in coursework
- Teachers should share coursework with students immediately, discuss their mistakes, and provide guidance to avoid failing the skill in the final assessment.
- Academic Directors are required to contact and meet in person with parents of students who are failing or in danger of failing after each period of the report card throughout the academic year.

Teams and School Email:

- Teachers should upload the weekly plan every Thursday before 2 pm.
- Teachers should post in Teams after each lesson to maintain communication with students and share materials.
- Sufficient notice should be given to students for coursework and homework (at least 24 hours).
- All staff members are provided with an email address linked to their Teams account and Microsoft 365 account.
- Staff members have 48 hours to respond to an email or Team chat excluding weekends and holidays.

School Contacts:

Parents and students who have questions or concerns regarding academics, behavior issues, health issues, school fees/payment, general inquiries, technical support, student absences, and buses can contact the respective department as indicated in the hierarchy chart below.

Do you have questions or concerns?

Please let us help you.



Academic Concerns	Behavior Concerns	Health Issues	School Fees / Bus Payment	General enquires: Registration / Call Tech / Student Record	Technical Support	Student Absences
First Contact Teacher	First Contact Teacher	First Contact Nurse	First Contact Cashier	First Contact Admin / Registration	First Contact IT Administrators	First Contact School Principal Only
Not Satisfied	Not Satisfied	Not Satisfied	Not Satisfied	Not Satisfied	Not Satisfied	
Academic Director	School Counselor	School Director / School Principal	Financial Consultant	School Director / School Principal	School Director / School Principal	Buses First Contact Office Manager
Not Satisfied	Not Satisfied		School Director			Not Satisfied
School Director / School Principal	School Director / School Principal					School Director / School Principal

School Contact Number: +966 - 013 - 8028001 / 8023556

School Address

Gulf International School

P.O. Box No: 31437, Al Nairyah Street, Hai Al Hamra

1952, Al Khobar, Saudi Arabia

Phone: +966 138028001 & +966 138023556

Newsletter:

GIS published its first newsletter in November 2019 as a means of communicating and celebrating achievements with the school community. While other means of communication have been utilized, GIS continues to prioritize the newsletter as a communication device embedded within the High School's English curriculum. GIS aims to release a minimum of three newsletters during the academic year, and they are posted to Teams.



SCHOOL COUNSELLING SERVICES AND PLAN

Introduction:

Gulf International School is committed to empowering its students to be confident, self-reliant, and resilient. It aims to ensure that students have positive mental well-being. The counseling service provides a confidential, safe, nurturing, and personalized approach for students to explore difficulties they may encounter, complementing the support within the wider school community.

Objective/Purpose of Counseling:

Counseling provides an opportunity for individuals to talk, in confidence, about things that are worrying them or affecting their day-to-day life. The Guidance Counseling Service is an interactive learning process between the counselor and student, whether individual or group, which approaches personal, educational, and/or vocational issues in a holistic way. Moreover, the availability of a counseling service can support individual students inside and outside the classroom context and the disciplinary structures in the school. Some of the problems that can be addressed with the support of counseling include competitiveness, bullying, social exclusion, family issues, low academic achievement and, peer pressure.

Methods and Procedures of Counseling:

Referral procedures to the counselor: A referral form will be completed by teachers and submitted to the counselor. Any member of staff may approach their Vice Principal or Academic Director to request a referral form for a student. In some cases, students may self-refer, and the School Principal or parents may also refer students directly to the school counselor.

Parent meetings with the school counselor: Parents can request an appointment to meet with the School Counselor if they have concerns regarding their child.

Counseling Committee: A Counseling Committee is assigned each year by the School Principal, including the Academic Directors, the School Counselor, the Vice-Principals, and some active teachers or supervisors, to discuss any serious issues or cases among students.

School Counselors: Counselors are trained to listen without judgment and to help individuals resolve their thoughts and feelings, gaining a greater understanding of themselves and their situation. The Counselor has many years of experience working with young people and is approachable, has good listening skills, and creates a climate for safe and trusting relationships. Common issues addressed in counseling sessions for students include bullying, parental separation, stress, friendships, change, bereavement, distressing traumatic events, and anger. The counselors particularly deal with students who have educational, physical, social, behavioral, or family problems.

Confidentiality: A key feature of the service is that information discussed in counseling sessions is treated confidentially with respect for the student's privacy and autonomy. Counseling is a time when the individual needs to feel secure to talk about their concerns without the fear of the conversation being shared. This promotes a trusting therapeutic relationship between the counselor and the student/parent/staff members.

Record keeping and Assessment: The counselor will keep a formal record of students who access the service and a brief description of the presenting issue. Where the student is referred, a referral form will be kept on file. All student records and reports will be stored in a locked cabinet in the counselor's office. The file will contain the number of sessions attended and a note of any follow-up action required or agreed upon by the counselor, school management, or parents. Statistical data will be collated on an annual basis, and no student will be identified within the collected data.

Types of Counseling in GIS:

Individual Counseling: This is an interactive process that includes counseling, assessment, information, and advice to discuss any behavioral, emotional, or family problems or issues, along with any educational, personal, and social development issues affecting the student. The number of sessions offered will be based on the needs of each student.

Group Counseling: This is a broad term covering types of counseling for more than two persons. In group counseling, members listen to, support, and challenge each other, thus learning to be open, constructive, and assertive and experiencing how others see them.

Peer Counseling: This occurs on limited and well-prepared occasions where students help and support each other on educational and vocational topics, but not necessarily on personal issues.

Classroom Counseling: The guidance counseling is designed to reflect the needs of students at all stages of their school life and to identify the needs of each specific year group. A program will be designed to meet those needs.

Main Aspects for School Counselors:

- Academic performance difficulties
- Behavioral and bullying issues
- Personal and family problems
- Physical and health issues
- Emotional and psychological problems
- Social, adaptive, and interacting problems

Student Leadership Policy:

At Gulf International School, we recognize the importance of leadership in student learning. We believe that every student has the potential to demonstrate leadership. Our aim is to help students understand the principles of ethical and effective leadership, assess and develop their own abilities, and become more confident in assuming leadership roles when necessary. Student leaders have a positive impact on the quality of student life by enhancing the school environment and contributing to the community.

GIS has two student leadership programs.

- School Council
- School Prefects

Policy Statement:

Gulf International School provides opportunities for students to develop leadership skills and gain experience in various contexts. Student Council Representatives actively participate in meetings and discussions with the student counselors to address current issues. The Student Prefect Body plays an active role in maintaining discipline during break times, school events, and celebrations.

Student Council:

- The Student Council consists of student representatives from grades 7 to 12.
- Each class elects one student to serve as their representative, forming the Student Council.
 - Elections are held at the beginning of each year.
- Once the council is established, a school-wide election takes place to select three students who will lead the Student Council committee. These leaders hold the positions of President, Vice President, and Secretary.

Criteria for Student Council Administration Candidates:

- Candidates should demonstrate leadership ability.
- Candidates should be comfortable speaking in front of groups and others.
- Candidates must be willing and capable of fulfilling responsibilities.
- Candidates are required to deliver a nominating speech in front of their student body prior to the election.

(Candidates are not permitted to bring campaign treats such as candy, cookies, stickers, pens, etc., to school on Election Day. Students should be elected based on their qualifications and not because of material incentives.)

Student Council Representative Responsibilities:

- Represent their respective class of students.
- Assist in resolving problems within the classroom.
- Refer to the counselor in case of any issues.

Role of the President:

A student council president should possess the ability to handle various situations, demonstrate maturity, be organized, exhibit sound judgment, and collaborate effectively with diverse individuals.

Responsibilities of the President:

- Lead student council meetings.
- Coordinate the council's work through other officers and committees.
- Facilitate group discussions by summarizing and clarifying points.
- Have a basic understanding of meeting procedures to ensure smooth operations.
- Maintain regular communication with faculty and administrators as required.
- Collaborate closely with the student council advisor in all planning activities.
- Keep the school's principals informed about student council activities.
- Participate in student council-sponsored events and initiatives.

Role of the Vice President:

The vice president serves as a backup for the president in case of their absence.

Responsibilities of the Vice President:

- Work closely with the president.
- Assume the president's duties when they are unavailable.
- Coordinate the committee's work.
- Assist the president in preparing meeting agendas.

Role of the Secretary:

The secretary is responsible for attending all meetings and taking notes during the proceedings. If necessary, they can arrange for another committee member or an approved substitute to fulfill this duty.

Responsibilities of the Secretary:

- Prepare and distribute meeting agendas.
- Take attendance at meetings.
- Record minutes of all student council meetings.

- Document all main motions and amendments proposed during meetings in the minutes.
- Prepare the meeting minutes in a timely manner and share them with the school administration.
- Maintain original copies of agendas and minutes.
- Keep contact information of individuals with whom the student council regularly interacts.

Student Prefect Body Selection Procedure:

Each year, the school appoints a Captain, Vice-Captain, Sports Captain, and Sport Vice-Captain. Teachers nominate selected students based on qualities such as leadership, behavior, academic achievement, interest in sportsmanship, effective communication, and a desire to serve the school. The selection process includes an individual interview with a panel consisting of the Academic Directors, School Counselor, and senior teachers. The chosen leaders take an oath and are sworn in as office bearers of the Student Leadership Prefect Body during the Investiture Ceremony, where they receive badges of honor from the student counselor.

Responsibilities of the Captain/Vice Captain:

Captains are expected to be responsible role models, adhere to school rules, take pride in wearing the badge, and be punctual. Their responsibilities include:

- Coordinating with teachers to organize school events.
- Assisting students in forming proper lines during assembly or dispersal.
- Supporting teachers during break times.

Duties of the Captain/Vice Captain include, but are not limited to:

- Representing the school in public forums such as assemblies.
- Acting as ambassadors for the school community and representing the student body.
- Communicating and meeting regularly with the school counselor and/or Academic Directors as required.

Duties of the Sports Captain/Vice Captains include:

- Collaborating with the Physical Education (P.E.) teacher to communicate a vision for the Sports Department.
- Actively engaging in personal sporting pursuits and demonstrating exemplary sportsmanship.
- Taking a leadership role in planning and organizing school sports events.
- Motivating students to actively participate in sports and maintain good sportsmanship.

Monitoring Student Leader Performance:

The School Counselors are responsible for regularly meeting with the student council representatives.

The School Prefects:

- **Boy's Section:**
 - Deputy Academic Director and floor monitor.
- **Girl's Section:**
 - Vice-Principal and floor monitor.

Child Protection Policy:

Protecting children is a crucial responsibility of our international educational institution. Child abuse and neglect are violations of a child's human rights and hinder their education, as well as their physical, emotional, and spiritual development. Any form of abuse, including physical, psychological, or exploitation, as well as the threat of such acts, committed by an individual against another individual, is considered child abuse.

Child Protection Procedures:

- All staff members at GULF INTERNATIONAL SCHOOL are required to promptly report any suspected cases of abuse, neglect, or self-harm involving students to the School Principal.

- GIS will annually communicate this policy to parents, applicants, and students through Teams. Additionally, GIS will make every effort to implement hiring practices that prioritize the safety of all children. All staff members will be informed about child protection and safety regulations, including receiving annual safeguarding training or refresher courses.

Child Abuse:

Child abuse occurs when an adult or another child harms a child, and the harm can take various forms, including physical, emotional, neglect, or other types of harm (Day et al., 2008). Abuse can also be indirect if someone is aware that a child is being abused and fails to intervene (Allnock and Miller, 2013).

Definition of Abuse:

According to the World Health Organization, child abuse encompasses "all forms of physical and/or emotional ill-treatment, neglect or negligent treatment, or other forms of exploitation resulting in actual or potential harm to the child's health, survival, development, or dignity within the context of a relationship of responsibility, trust, or power."

Identifying, Reporting, and Documenting Suspected Abuse:

Identifying when to report: If an employee has "reasonable cause" or "reasonable suspicion" based on their knowledge of the student or personal experience with children.

Reporting cases of suspected child abuse or neglect: It is mandatory for all GIS faculty/staff to report incidents of suspected abuse, neglect, or self-harm to a School Principal.

Child Protection Team:

The Child Protection Team is responsible for responding to and investigating all suspected and/or reported cases of child abuse. The team consists of the following individuals:

Girls Section:

- The School Principals
- The Academic Directors
- The Vice-Principals

- The School Counselors
- The Floor Monitors

Boys Section:

- The School Principals
- The Academic Directors
- The School Counselors
- The Vice-Principals
- The Floor Monitors

Investigation:

An investigation is initiated and conducted by the School Administration to look into the allegations. Throughout the investigation, all aspects, including verbal conversations and subsequent actions, must be documented in writing. The School Counselor will maintain confidential documentation in a secure location. Once the investigation is concluded, the appropriate authorities will be notified.

Social Media Policy

Gulf International School acknowledges the impact of social media in the lives of its stakeholders and is mindful of the minimum age restrictions set by some platforms.

GIS utilizes social media to share the following types of news and events with our followers:

- Exciting events taking place within our school
- News and upcoming events
- Emergency information

Privacy:

- The school places great importance on privacy and adheres to the following procedures:
- Parents confirm their consent by marking the addendum letter, and the information should be entered in Odo before being uploaded to any of the school's social media platforms.

- If a stakeholder wishes to have an image removed from any social media platform associated with the school, please contact the school's activity coordinator.
- The school may occasionally capture images or videos of students for promotional purposes. Consent will be obtained in accordance with the aforementioned consent forms.

Career Guidance:

Career guidance within the school is provided by the following individuals:

- The School Counsellor
- The Academic Director
- Principals
- The Vice-Principal for High School
- Senior Teachers for Grades 9-12

Career and University Guidance:

The school assists students with the following:

Records:

- Saudi/Noor link
- High School diploma, which includes report cards from grades 9 to 12. Starting from the 2023-2024 academic year, the option to include grade 9 reports was permitted under MOE rules.

Letters of Recommendation:

Students may request letters of recommendation from their class teacher, subject teacher, or the Academic Director. It is advised for students to make the request in advance and use the school email address for communication.

Cognia Stamp:

The high school diploma is issued through the Noor system and is valid for university applications in Saudi Arabia. For students who intend to apply to international universities,

they may choose to have their high school diploma verified by Cognia. The Deputy Academic Director provides guidance on the necessary procedures.

International University Entry Requirements:

GIS takes pride in its diverse student body representing different nationalities. Students are encouraged to research the entry requirements of the country/university they plan to attend. The school counselors share events and information on TEAMS for international students. For students who wish to remain in Saudi Arabia, the school principals and vice-principal can offer informal advice.



DISCIPLINE POLICY

Discipline plays a vital role in the development of children's personalities. Students are expected to demonstrate self-control, self-discipline, and self-direction in their behavior. All activities of students within the school premises are closely monitored. Student Prefects are appointed to ensure discipline and good conduct.

Positive Student Behavior:

Positive reinforcement is used to encourage good student habits and behaviors.

GIS Falcon Clubs:

Gulf Falcon of the Week recognition program aims to acknowledge and celebrate students who consistently demonstrate exemplary behavior, commitment to academic responsibilities, and positive contributions to the school.

Criteria:

- Perfect Attendance
- Uniform Compliance
- Behavior Conduct
- Timely Homework Submission
- Good Citizenship Attributes

Reward:

- Certificate of appreciation at the end of the year
- Good Falcon Badge

Committee Members:

- Class Teacher
- Floor Monitor
- School Counselor

- Academic Director

Class of the month:

Entire classrooms of students who maintain the criteria for the entire month receive one of the following:

- School provided class pizza party
- Extra one hour for sports
- Extra points for the trimester/semester exam added to one subject.

Students who violate school rules:

Students who violate school rules may face consequences according to the discipline policy set by the Ministry of Education (MOE).



The Ministry of Education (MOE) Discipline Policy is shown below:

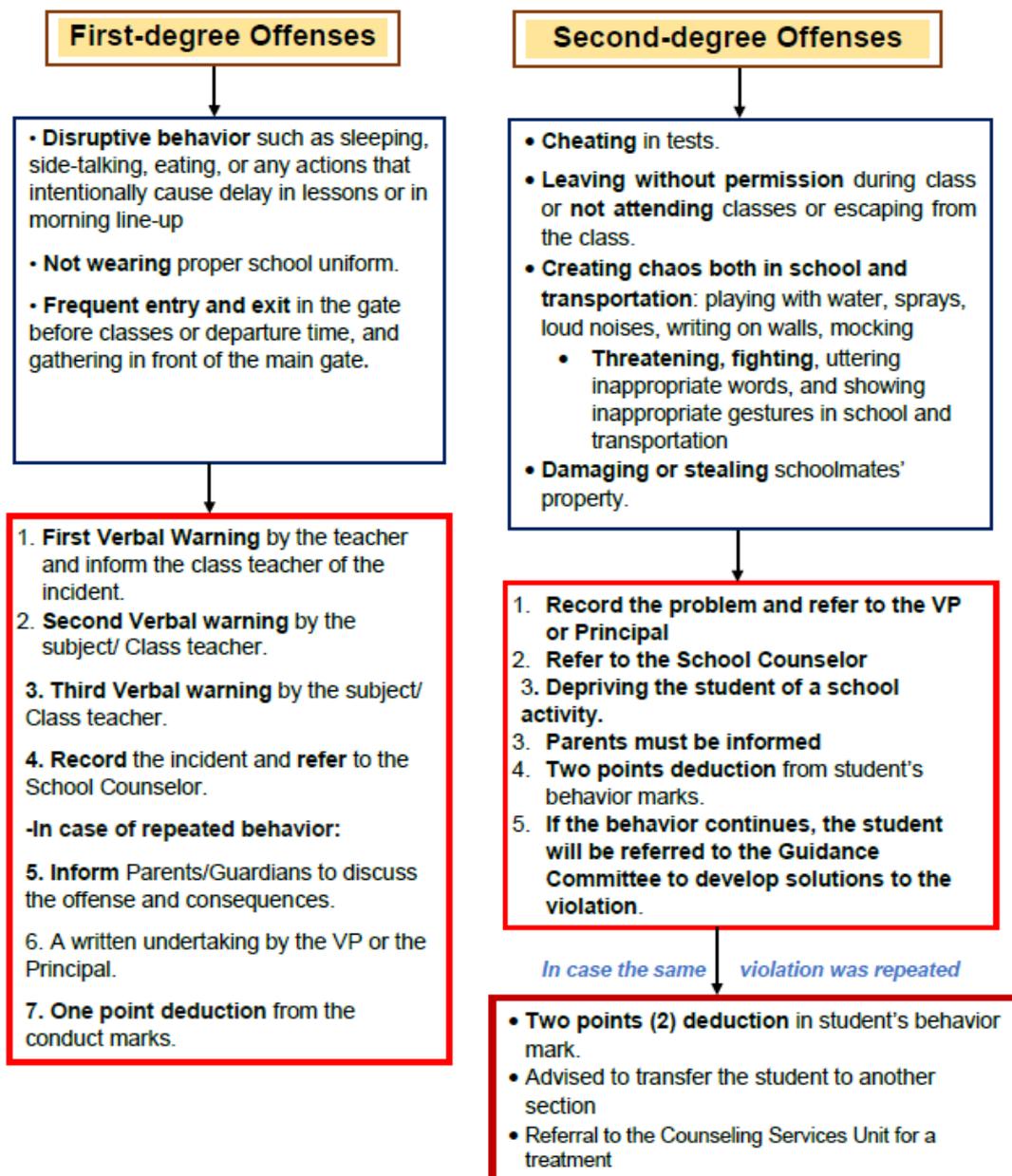
- Primary:



High Primary Grades



Violations and Corresponding Procedures





Third-degree Offenses

- **Physically attacking** a schoolmate.
- **Bullying**
- **Damaging or stealing** teachers' or school property
- **Deliberately damaging or sabotaging school equipment or buildings** such as computers, electricity, laboratories and the **School Bus**.
- **Bringing devices** such as mobile phones which contains forbidden media.
 - **Taking photos and video recording** of school personnel and students.
- **Bringing dangerous toys and materials** such as fireworks and colorful gas sprays.
- **Signing** on behalf of parents without their knowledge.
- **Ruining textbooks.**
- **Escaping from school.**

1. **Refer to the VP or Principal**
2. **Contact Parents**
3. **A written warning** by the student
4. **Depriving the student of a school activity.**
5. **Referral** to the Counselor and the Guidance Committee
6. **Three points (3)** deduction in behavior mark.

If repeated:

5. **Transfer** the student to another section
6. Additional **Three points (3)** deduction in behavior mark

If repeated:

- **Warning the student to transfer to another School.**
- **Referral to the Guidance Services Unit**

Fourth- degree Offenses

- **Direct harassment.**
- **Setting fire inside the school.**
- **Possession of cigarettes / E-cigarettes or smoking.**
- **Bringing a sharp object to the school with the intension of threatening or harming.**

1. **Refer to the VP or School Principal**
2. **Contact Parents**
3. **A written warning** by the student
 - **Referral** to the School Counselor.
 - **Ten points (10)** deduction in behavior mark.

In case the same violation was repeated:

The student will be referred to the Guidance Committee to develop solutions to the violation.

- **Warning of transfer to another school**
- **Reporting to the Education Department by transferring the student to another school**

Note: Parents must be informed with any procedure being taken by the administration or by the Guidance and Counseling Committee

Violations towards the educational and administrative staff will be considered as 4th degree offenses

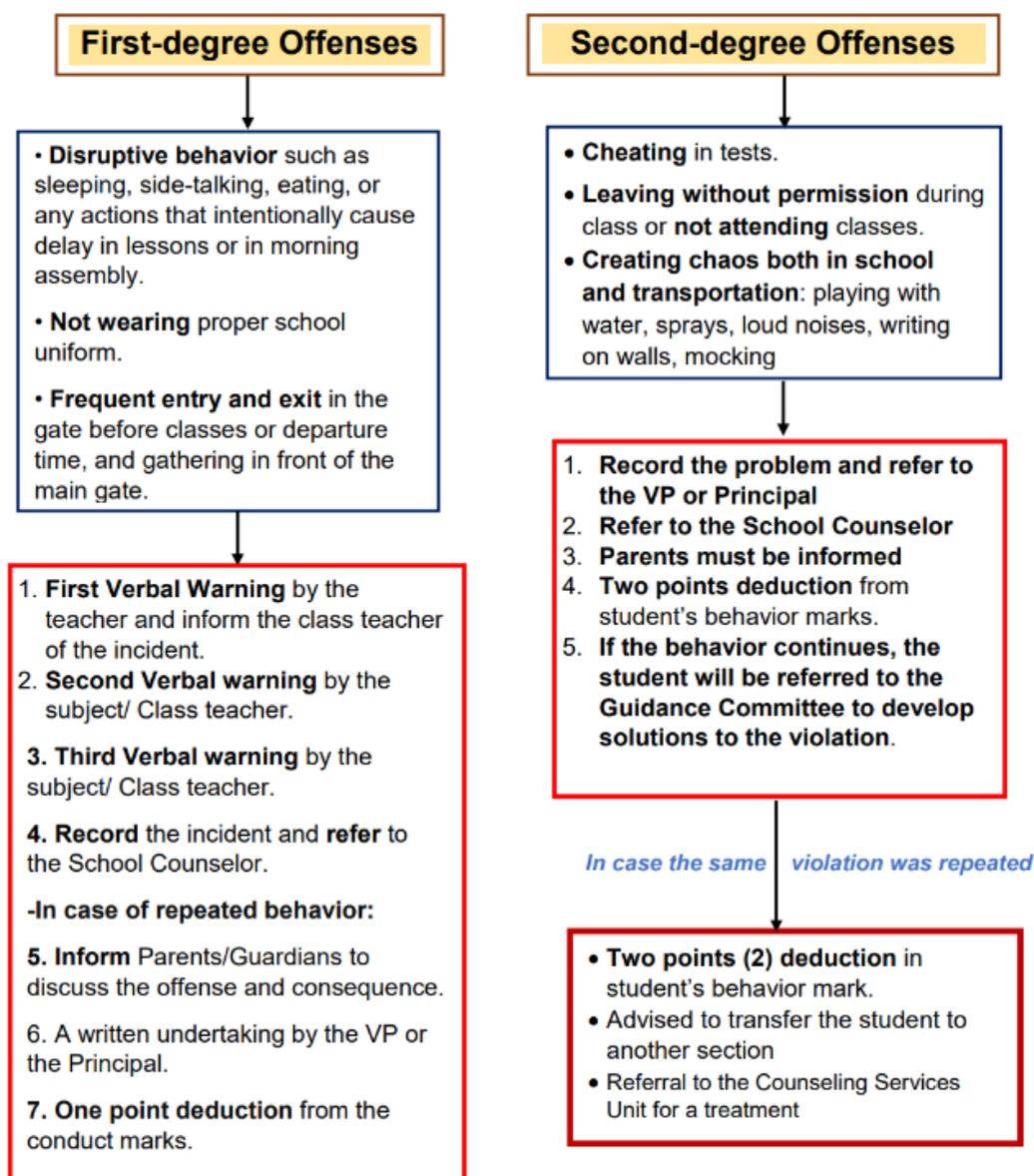
Middle and High School



High and Middle School



Violations and Corresponding Procedures





Third-degree Offenses

- **Threatening, fighting or attacking** schoolmates, uttering inappropriate words, and showing inappropriate gestures in school and transportation
- **Damaging or stealing** schoolmates' property.
- **Bringing devices** such as mobile phones
 - **Bringing dangerous toys and materials** such as fireworks and colorful gas sprays.
- **Possession** of cigarettes and electronic cigarettes.
- **Signing** on behalf of parents without their knowledge.

1. Refer to the VP or Principal
2. Contact Parents
3. A written warning by the student
4. Three points (3) deduction in behavior mark.

If repeated:

5. **Transfer** the student to another section
6. **Referral** to the Counselor and the Guidance Committee

If repeated:

- **Warning the student to transfer to another School.**
- Referral to the Guidance Services Unit

Fourth-degree Offenses

- **Bullying**
- **Intentionally causing injury to schoolmates** (wound / bleed / fracture)
- **Displaying or distributing prohibited media and materials** (physical or digital)
- **Deliberately damaging or sabotaging school equipment or buildings** such as computers, electricity, laboratories **the School Bus, electrical tools and security and safety equipment.**
- **Using dangerous materials** tools and games in the school.
- **Ruining textbooks.**
- **Taking photos and video recording** of school personnel and students (Boys Section)
- **Forging or tampering official school documents**
- **Smoking** inside the school

- Refer the student to the Guidance and Councillng Committee.
 - Contact the Parents
 - Written warning
 - Confiscation of the device
 - Ten points (10) deduction in behavior mark.
- If repeated:

In case the same violation was repeated:

- **Warning of transfer to another school**
- Reporting to the Education Department by transferring the student to another school



Fifth-Degree Offenses

- Disrespecting religion and religious figures or practicing forbidden religious rituals.
- Offending the country or its symbols
- Deliberately damaging or sabotaging school equipment or buildings
- Use of forged school documents and seals in an illegal way
- Taking photos and video recording of school personnel and students (Girls Section)
- Sexual behavior of any kind including sexual harassment
- Possession of dangerous weapons such as sharp knife, firearms arms or bullets without guns to threaten or harm all students and school personnel
- Possession, consumption and promotion of illegal drugs and intoxicants
- Setting fire in the school
- Blackmailing students in the form of media.
- Information Crimes

- The student will be referred to the Guidance Committee to develop solutions to the violation.
- Parents must be called to school
- A written undertaking/ Warning letter
- Fifteen points (15) deduction in behavior mark.
- Transferring the student to another school
- Behavior modification sessions at the Counseling Services Unit

Note: Parents must be informed with any procedure being taken by the administration or by the Guidance and Counseling Committee

Violations towards the educational and administrative staff will be considered as 4th, 5th degree offenses

**It is subject to change as per the ministry.*

Mobile phone policy:

- The use of technology in schools is monitored to ensure that students do not get distracted from their learning. The school has implemented the following policies:
- Mobile phones must be surrendered at the beginning of the day and returned at the end of the day.
 - Parents must contact the School Principals to get permission.
- The school does not assume any responsibility for phones brought onto the premises.
- If a student is found with a mobile phone during school hours, it will be confiscated and handed over to the school principal. This may result in an extended period of confiscation.
- Each year, a Counselling Committee is appointed by the School Principal, consisting of Academic Directors, School Counselors, Vice-Principals, and teachers or supervisors.

Property searches Policy:

Student possessions and personal spaces are respected. However, there may be occasions where there is suspicion that contraband has been brought into the school. In such cases, property searches are may be conducted.

The following guidelines are followed during property searches:

- Students may be asked to empty their pockets and/or their school bags.
- Property searches are conducted in the presence of administrative staff members.
- Students have the right to refuse a search, however, their parents will be contacted to help resolve the situation.

Anti-Bullying Policy:

Bullying refers to repeated aggressive behavior in which one person intentionally harms or dominates another person perceived as weaker. It can occur among children, adolescents, and even in workplaces. Bullying can take various forms, including physical, verbal, social, and cyberbullying. This behavior is typically persistent and causes distress and harm to the targeted individual. Bullying can have serious consequences, such as emotional trauma, low self-esteem, academic problems, and, in severe cases, self-harm. It is crucial to address and

prevent bullying through education, awareness, and intervention strategies in order to foster safe and supportive environments.

Types of bullying:

The following behaviors are considered bullying, regardless of whether they occur on or off school premises, during school functions, or on a school bus:

Physical aggression: Acts of physical harm or violence towards others.

Intimidation and threats: Using aggressive body language and threatening behavior to instill fear in others.

Isolation/exclusion: Deliberately isolating, excluding, or ignoring a particular person by some or all members of a class or group.

Cyberbullying: Engaging in bullying behavior through the use of information and communication technologies.

Name-calling: Persistently using derogatory or insulting names directed at the same individual(s), causing hurt and humiliation.

Property damage or extortion: Damaging someone's property or making demands for money, often accompanied by threats.

The purpose of the Anti-bullying Policy is:

- To ensure a safe and healthy learning environment in school.
- To foster a positive school culture and climate that embraces difference and diversity and promotes inclusivity.
- To cultivate respectful relationships throughout the school community.
- To create a non-threatening environment where students are encouraged to disclose and discuss incidents of bullying behavior.
- To instill confidence in students by assuring them that there are individuals who will listen to their problems and provide suitable help.
- To offer continuous support, help restore self-esteem, and boost confidence among students.

School strategies and procedures for Anti-Bullying:

Schools employ various strategies and procedures to address and prevent bullying. Here are some common approaches:

- 1. Policies and Guidelines:** Schools establish clear policies and guidelines that explicitly define bullying, outline consequences for perpetrators, and provide support for victims. These policies often emphasize the importance of creating a safe and respectful school environment.
- 2. Education and Awareness:** Schools conduct educational programs to raise awareness about bullying, its impact, and strategies for prevention. These programs may involve classroom discussions, workshops, and presentations to teach students about empathy, conflict resolution, and respectful communication.
- 3. Reporting and Support Systems:** Schools establish mechanisms for reporting bullying incidents, such as reporting to designated staff members. It is important to ensure that students feel safe and supported when reporting incidents.
- 4. Intervention and Support:** Schools provide support to both victims and perpetrators of bullying. This can involve counseling services, mediation programs, and interventions tailored to the needs of the individuals involved.
- 5. Collaboration with Parents and Community:** Schools involve parents and the wider community in anti-bullying efforts. This collaboration may include parent education workshops, community awareness campaigns, and partnerships with local organizations focused on bullying prevention.
- 6. Creating a Positive School Climate:** Schools promote a positive and inclusive school climate by fostering respectful relationships, promoting empathy and kindness, and celebrating diversity.

Anti-Bullying Procedure:

1. Students should report bullying incidents to teachers, floor monitors, school counselors, or any appropriate staff members.
2. The incident will be reported to the school counselor, who will interview the individuals involved in the incident.
3. The school counselor will make a report and provide recommendations.
4. Actions may include counseling sessions for the perpetrators and victims.
5. Disciplinary actions may include warnings, loss of privileges, and suspension.
6. Parents will be notified.

Uniform Policy

The school considers proper attire of the students important for fostering a positive, safe, and disciplined campus life. All students must strictly adhere to the dress code prescribed by the school.

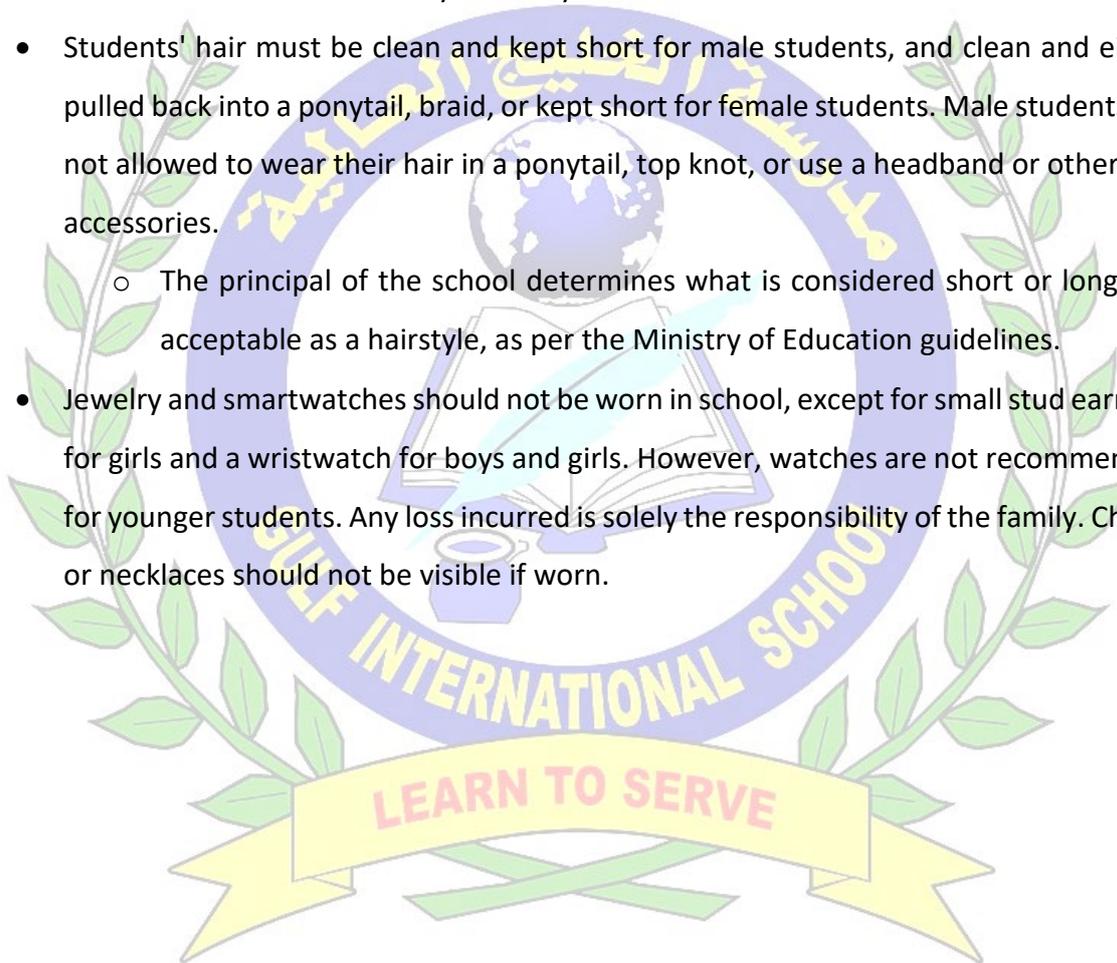
Purpose of School Uniform:

- Eliminate unnecessary distractions and peer pressure.
- Enhance discipline and maintain an environment conducive to learning.
- Enhance school pride.

GIS has the following updates and reminders for the dress code for ALL GIS students:

- All students, regardless of grade or gender, have the option of wearing either the school uniform or the school PE uniform on a daily basis. This stipulation is made with the following considerations:
 - The uniform must be purchased from the GIS official supplier.
 - No substitutions are allowed.
 - Students may choose to wear either the sports uniform or the formal uniform each day.
- School Student ID must be worn daily.

- Loss of the school-issued ID requires the family to pay for an immediate replacement at the account's office.
- If the family decides not to purchase the school jacket, it is not required but recommended. The only other choices are:
 - Black, white, grey, or navy jackets or sweaters.
 - Jackets or sweaters should not have any writing or pictures of any kind.
 - Students may not wear jackets with hoods.
 - Hoodies of any sort may not be worn in school.
- Students' hair must be clean and kept short for male students, and clean and either pulled back into a ponytail, braid, or kept short for female students. Male students are not allowed to wear their hair in a ponytail, top knot, or use a headband or other hair accessories.
 - The principal of the school determines what is considered short or long and acceptable as a hairstyle, as per the Ministry of Education guidelines.
- Jewelry and smartwatches should not be worn in school, except for small stud earrings for girls and a wristwatch for boys and girls. However, watches are not recommended for younger students. Any loss incurred is solely the responsibility of the family. Chains or necklaces should not be visible if worn.



SCHOOL ATTENDANCE POLICY

According to the GIS Grading System, student attendance accounts for a portion of the internal marks. Therefore, it is important for parents to be aware of the following:

- All absences are determined by the school principals.
- Once approved, the principal will send an email to notify the respective Academic Director, Arabic Supervisor, Teachers, and Floor Monitor regarding the student's absence details.
- In the event of any missed classwork, quizzes, tests, etc., parents are advised to contact the principal for approval within one week through Teams or by email.
- The floor monitor records student absences during the first period using ODOO and informs parents through a call or Teams.
- All teachers record students' absences in their gradebook for each period.

Excused Absences:

The following situations are considered 'excused' for a student's absence:

- Illness or medical emergency, provided a medical certificate from a recognized medical center or practitioner is submitted within three days of returning to school.
- Death in the immediate family, provided parents notify the school.
- Family emergencies beyond the student's control (approved by the principal).
- Representing Gulf International School or attending a school-sponsored trip.
- Representing Saudi Arabia in a certain field, such as sports, culture, education, etc.

Minimum Attendance Requirements / 85 Percent Rule:

In accordance with the Ministry of Education's requirements, it is crucial to maintain a minimum attendance rate of 85%, regardless of the cause of absence. If a student's absence exceeds 15% of their enrollment in a particular course, they may be removed.

The School Principals meet parents when a student's absence exceeds 5% and 10% for each subject. When a student's absenteeism reaches 15%, parents are informed and required to attend a meeting. Once a student's absences reach 15%, a personalized plan is created to

motivate and assist the student in improving their attendance in the specific topics or subjects.

A notification will be sent to the Ministry of Education when a student's absence in any subject surpasses 15%. If a student is missing 15% or more of a course before the conclusion of the academic year, they will meet with the school counselor and principal to determine the most appropriate course of action. The parents are also included in this meeting. Possible disciplinary measures may include temporary suspension from the educational institution or prohibition from participating in class activities.

Lateness / Tardiness Policy:

- The floor monitor records student lateness and tardiness using ODOO and informs parents through a call or Teams.
- Teachers record students' late arrivals or tardiness in their gradebook.
- Attendance/Floor Monitors (or equivalent positions) are responsible for:
 - Recording student tardiness.
 - Sending notifications to parents of students who arrive late to school. Parents should be notified via phone call, email, or Teams.
 - A student who is late five times within one marking period, will be marked as one unexcused absence for the first period.

Leaving Early

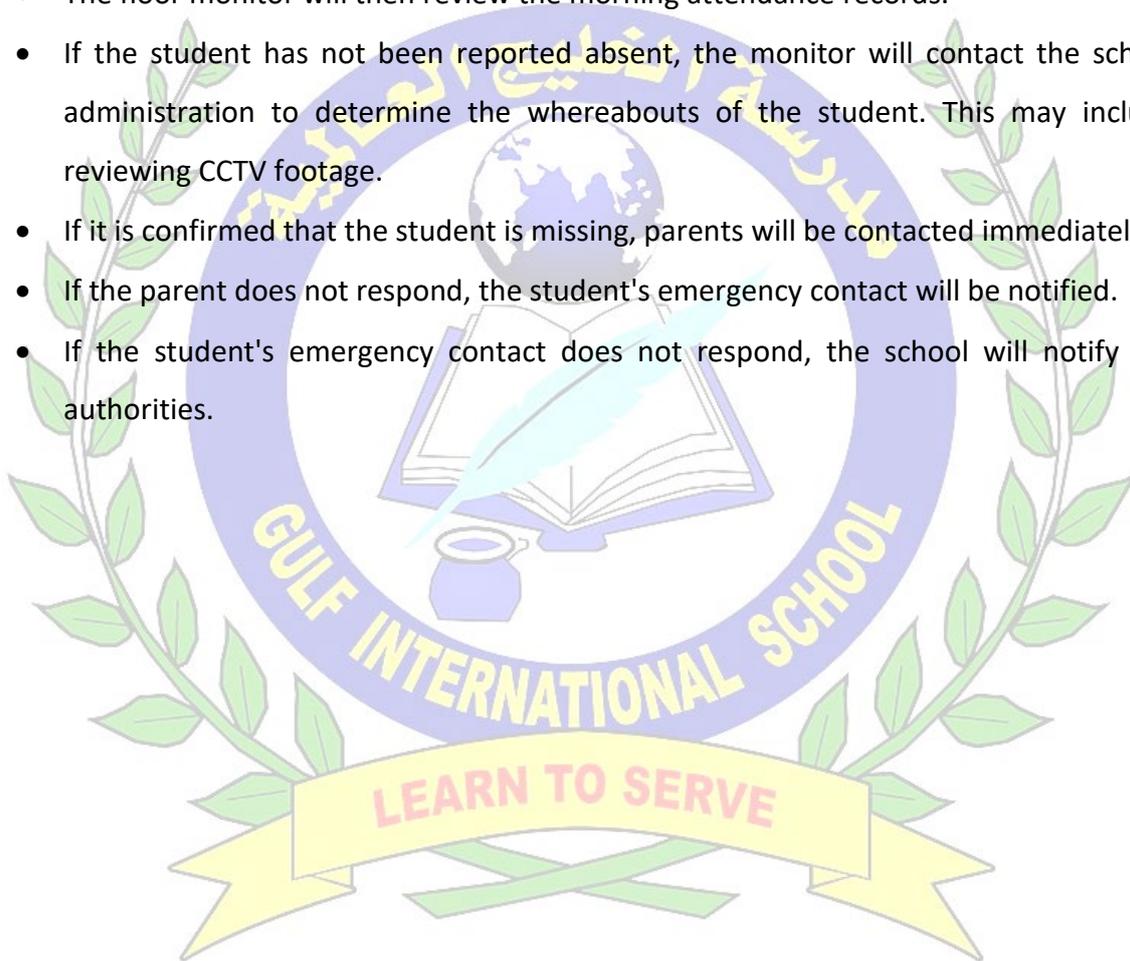
If a student needs to leave early, the parent should follow these procedures:

- If the parent is sending someone to pick up the student, they should call the school and provide the name and ID number of the person who will be picking up the student. The designated person must complete an early pick-up form and sign to acknowledge that they are taking the student early.
- The parent must also inform the school of the reason for the early pick-up.
- If the parent personally comes to pick up their student early, they must present their own ID number and provide the reason for picking up their student early. Additionally, they must complete an early pick-up form and sign to acknowledge that they have taken the student early.

- The school principal will ultimately decide whether the early leave is considered an excused absence.
- If the student is a bus user, the bus monitor should be notified.

Missing Student

- Attendance is taken during every period. If a student is absent, the teacher will notify the floor monitor.
- The floor monitor will then review the morning attendance records.
- If the student has not been reported absent, the monitor will contact the school administration to determine the whereabouts of the student. This may include reviewing CCTV footage.
- If it is confirmed that the student is missing, parents will be contacted immediately.
- If the parent does not respond, the student's emergency contact will be notified.
- If the student's emergency contact does not respond, the school will notify the authorities.



HEALTH, SAFETY AND SECURITY POLICIES

Medication Management Policy

Objectives:

- To ensure the safe and correct support of all children with medical conditions or who require medications during the school day.

Administering medication:

- Medications should only be administered to students when necessary during school hours or school-related activities, and with either medical authorization or as an emergency first aid response.
- The school doctor/nurse is responsible for administering medication when needed.
- The school doctor/nurse should seek verbal consent from the student before administering medication and ensure the student's privacy and confidentiality.
- The school doctor/nurse should ensure that the medication being administered is given to the:
 - a) Correct student.
 - b) Right time.
 - c) Right dose in accordance with the prescription.
 - d) Right route of administration (e.g., orally, topically, eye drops, or by EpiPen).
 - e) Final check that the medication has been swallowed.

Prescribed Medicines:

- Schools should have written consent from the parent/carer to administer medication.
- The consent form must include specific information about the medication, including the name, dose, time, method, and any special instructions.
- It is the parent's responsibility to provide the prescription, written consent, and the medicines.
- Medication should be in the original bottle and container, clearly labeled with the student's name, dosage, administration time, and within its expiry date.
- Children with severe allergies requiring epi-pen medication, such as nut allergies, should have their medication readily accessible at all times.
- Children with asthma should have inhalers available as necessary, and inhalers should be taken to all physical activities.

Non-prescribed medicines:

- School administrators and health personnel should consider whether the benefits of administering over-the-counter medications outweigh the risks. For example, administering paracetamol to a student with a high fever can prevent further illness.
- When over-the-counter medications are necessary, school physicians and nurses should develop standing orders that support one-time verbal parental permission for specific over-the-counter medications (e.g., acetaminophen).

Storage of medicines:

- All medications should be stored in a secure locked cupboard, and keys should be kept locked away when not in use.
- Drugs that require refrigeration should be stored according to the manufacturer's instructions in a secure location, such as the school clinic.
- Medications that may require urgent access and administration, such as EpiPens and asthma inhalers, should be kept with the students. Spare medications should be stored within the medicine storage cupboard.
- The date of opening the medication should be clearly marked on the medicine bottle. Oral medications can be used for one month after opening, while topical ointments can be used for three months after opening.
- The cupboard should be checked at the end of each term, and any medications no longer required should be returned or disposed of safely.
- Any expired drugs should be returned to the parent/carer or disposed of safely.

Record keeping:

- All medications, whether prescription or non-prescription, must be recorded and kept in the record log stored within the school clinic.
- The school nurse should ensure that written details include:
 - 1) Name of the child.
 - 2) Name of the medicine.
 - 3) Dose.
 - 4) Method of administration.
 - 5) Time of administration.
 - 6) Any side effects.

Diabetes Policy

Objectives

This policy provides guidance to ensure that students with diabetes are supported in managing their diabetes healthcare tasks while at school in order to stay healthy and safe.

The policy aims to ensure that all individuals involved in the management of a child's diabetes are fully aware of this policy and the procedures contained within it.

Diabetes Medical Management Plan

Diabetes requires 24-hour management. As each child handles their diabetes differently, it is important for the school nurse to hold a meeting with the parents of every diabetic student before the beginning of the academic year to discuss a personalized Diabetes Medical Management Plan (DMMP).

Aim: Regulate the administration of insulin or other medication during school hours to help maintain blood glucose levels within the target range and prevent the onset of hypoglycemia or hyperglycemia. This plan is developed and approved by the student's personal physician and family.

The plan should be reviewed and signed by both the parents and the school principal.

A copy of the DMMP should be sent to the class teachers, floor monitor, academic supervisor, and all school staff who have daily contact with the diabetic student.

Each year, the management plan must be reviewed by the school principal and the parent. If the service requirements remain the same, only the signatures from the principal and a parent are required to renew the plan. If the service requirements have changed from the previous plan, a new management plan must be developed.

The DMMP should include the following information about diabetes management and treatment:

- Target blood sugar range.
- Dosage of insulin or other medication, schedule for taking insulin, and the delivery system (insulin pen or pump).
- The student's ability to perform self-management tasks at school.
- Schedule for checking blood glucose levels and the responsible party for checking.
- Meal or snack plan.
- Exercise requirements and management of physical activity.

- The student's specific signs and symptoms of hypoglycemia/hyperglycemia and how to treat them (Emergency Plan).
- Situations in which the school nurse should notify the parents or guardians.
- List of emergency contacts.

Diabetes Management: A Shared Responsibility

Effective diabetes management in schools is based on good teamwork among all parties involved.

Their respective responsibilities are as follows:

Responsibilities of Parents:

- Attend and actively participate in the school meeting to develop a written Healthcare Plan (DMMP) that meets their child's needs.
- Provide accurate emergency contact details and develop an Emergency Plan for their child.
- Inform school staff of any changes in their child's health status.
- Take steps to stabilize their child's condition as much as possible and ensure adherence to medically prescribed care.
- If their child experiences consistently high blood glucose levels, it is their responsibility to check ketone levels and inform the school.
- Manage insulin pump programming, parameter changes, and battery replacements.
- Encourage their child to notify school personnel when experiencing symptoms of hypoglycemia or hyperglycemia.
- Provide the school with a list of appropriate treats for special events, such as parties.
- Supply all necessary equipment, supplies, and properly labeled medication (including glucagon if required), ensuring they are available to the school at all times and replaced before expiration.
- Provide backup supplies, including an insulin pen and a hypo kit.
- The hypo kit should contain a blood glucose meter, testing strips, finger pricking device with lancets, antiseptic wipes, extra batteries, glucose tablets or fast-acting carbs like fruit juice, and glucagon if needed.

Responsibilities of the Principal:

- Provide leadership to ensure that all health policies related to diabetes management in school are up-to-date and implemented.
- Facilitate problem-solving and negotiations among the school team members and the student's family.
- Allocate physical resources on campus to safely accommodate and implement all activities mentioned in the individualized health care plan (DMMP).
- Arrange for trained staff to provide diabetic care during field trips and all school-sponsored activities and transportation.

Responsibilities of the School Nurse:

- Organize and facilitate planning meetings with the student's parent/guardian and other key school staff to discuss the development and implementation of the student's individualized health care plan (DMMP).
- The school nurse has the primary responsibility for carrying out diabetes management tasks according to the DMMP.
- Provide or arrange training for all school-based personnel who will have direct contact with the diabetic student on how to respond in an emergency.
- Provide emergency treatment and supportive care in accordance with the established emergency care plan.
- Maintain extra backup supplements and insulin in the school clinic.
- Establish a process for ongoing and emergency communication with the parent/guardian, including procedures for repairing or replacing equipment and replenishing supplies and medications.

Responsibilities of Teachers:

- Allow the student with diabetes unrestricted access to the bathroom and water.
- Allow students to consume their snacks and meals according to the care plan.
- Allow students to perform necessary diabetic care as specified in the DMMP.

- Be able to recognize the signs of hypoglycemia and hyperglycemia and provide assistance.
- Recognize the student's equipment required for diabetic care, such as the glucometer and insulin pump.
- Show understanding, as variations in blood glucose levels can interfere with the student's ability to concentrate. Hypoglycemia can affect mood and ability to follow directions, which may be mistaken for misbehavior.
- During academic testing, children with diabetes may need to check their blood sugar before, during, or after the test as the stress of test-taking can impact blood sugar levels.
- Remind diabetic students to check their blood sugar levels before, during, and after physical activity and exercise.
- Encourage students to exercise and participate in sports at the same level as their peers, as regular exercise is an important part of managing diabetes.

Responsibilities of Other Staff Members:

School Counselor:

- Although the school counselor may not always have direct contact with the student, they should be aware of students with diabetes in the school and the potential impact of diabetes and its treatment on the student's behavior and performance.
- The school counselor may be called upon to assist the student with any expressed concerns related to diabetes and to identify and respond to ineffective coping mechanisms that affect school performance and attendance.

Transportation Supervisors and Bus Drivers:

- Consider seating the diabetic student near the front of the bus for closer observation.
- Communicate any concerns regarding the student's diabetes management actions to the school nurse.
- Be able to identify signs and symptoms of student distress.

- Understand that diabetic students may carry snacks or emergency response equipment and may need to eat and/or drink during the bus ride.

All school staff members should be aware of whom to contact for help in case of an emergency.

Diabetic Emergency

There are two types of diabetic emergencies that school personnel may encounter:

1. Hypoglycemia (low blood sugar)
2. Hyperglycemia (high blood sugar)

It is important to recognize and intervene early to prevent the progression of symptoms. Never leave diabetic students alone if they are experiencing symptoms of low or high blood glucose. If they need to go to the office or see the nurse, ensure a responsible person accompanies them.

The student's individualized health care plan (DMMP) should specify the appropriate actions to be taken at each level of severity of hypoglycemia or hyperglycemia. It should also include parameters for when to notify parents and/or the physician in the event of unresponsive hypoglycemia or hyperglycemia despite school interventions.

Hypoglycemia (Low Blood Sugar):

- Hypoglycemia is defined as a blood glucose level less than 70 mg/dL.
- Low blood glucose can develop within minutes and requires immediate attention.

Causes may include:

1. Too much insulin administration.
2. Delayed or inadequate food intake.
3. Excessive or intense exercise.
4. Illnesses such as flu, colds, or gastrointestinal illness.

- **Symptoms/Signs:**

Mild	Moderate	Severe
<ul style="list-style-type: none"> ▪ Hunger & Weakness ▪ Shakiness ▪ Paleness ▪ Anxiety & Irritability ▪ Dizziness ▪ Sweating ▪ Personality Change ▪ Inability to concentrate 	<ul style="list-style-type: none"> ▪ Headache ▪ Poor coordination ▪ Blurry vision ▪ Slurred speech ▪ Confusion ▪ Hard & fast heartbeat 	<ul style="list-style-type: none"> ▪ Loss of consciousness ▪ Seizure ▪ Inability to swallow

If symptoms occur and the student is CONSCIOUS:

- Test the student's blood glucose level and ask if a meal or snack was missed.
- Give 15 grams of fast-acting sugar such as glucose tabs, candy, juice, or as directed by the DMMP.
- Wait for 15 minutes, then re-test the blood glucose level. Call the parent and follow their recommendations.
- After 15 minutes, check the blood glucose level again:
 - If the blood glucose level is within the target range, determine how long until the next meal.
 - If it's longer than 30 minutes, give the student a protein snack as directed in the DMMP.
 - If it's within 30 minutes, send the student back to class.
 - If the blood glucose level is below the target range, give another 15 grams of fast-acting sugar (step 2).
 - Steps 2 and 3 can be repeated up to 3 times (rule of 15). If there is no improvement after the 3rd treatment with fast-acting sugar, call the parent and advise a medical assessment.
 - If unable to reach the parent, call the emergency contact. If unable to reach the emergency contact, call 911.

If the student is unable to swallow or UNCONSCIOUS:

- Call 911.
- Check the airway, breathing, and circulation, and initiate CPR if necessary.
- If CPR is not needed, position the student on their side.
- If prescribed in the DMMP, administer glucagon. Glucagon should only be administered if it is prescribed in the student's plan, and only trained school personnel should administer it.
- If the student is wearing an insulin pump, turn off or disconnect the pump.

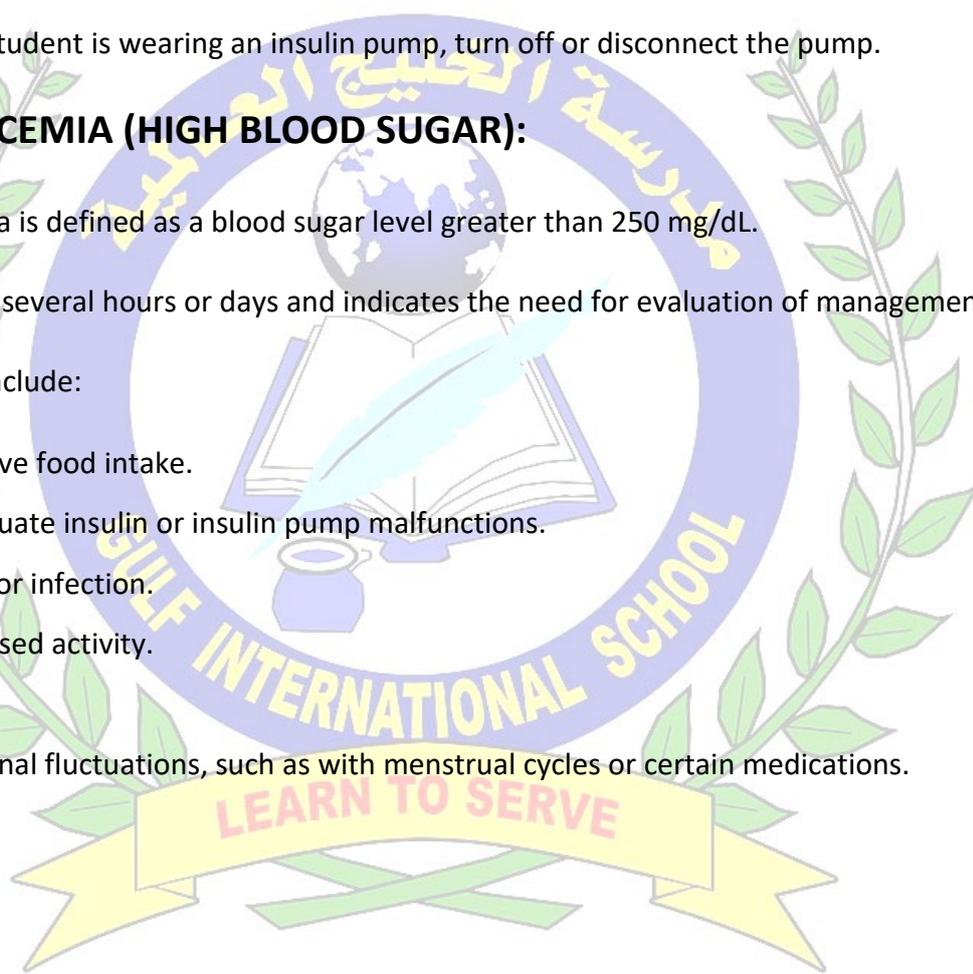
HYPERGLYCEMIA (HIGH BLOOD SUGAR):

Hyperglycemia is defined as a blood sugar level greater than 250 mg/dL.

It occurs over several hours or days and indicates the need for evaluation of management.

Causes may include:

- Excessive food intake.
- Inadequate insulin or insulin pump malfunctions.
- Illness or infection.
- Decreased activity.
- Stress.
- Hormonal fluctuations, such as with menstrual cycles or certain medications.



- **Symptoms/Signs:**

mild	moderate	severe
<ul style="list-style-type: none"> ▪ Extreme Thirst ▪ Frequent urination ▪ Fatigue/sleepiness ▪ Increased Hunger ▪ Blurred vision ▪ Weight Loss ▪ Stomach pains ▪ Flushing of skin ▪ Lack of concentration 	<p>Mild symptoms plus:</p> <ul style="list-style-type: none"> ▪ Dry mouth ▪ Nausea ▪ Stomach cramps ▪ Sweet, fruity breath 	<p>Mild and moderate symptoms plus:</p> <ul style="list-style-type: none"> ▪ difficult breathing ▪ Chest pain ▪ Very weak ▪ Confused ▪ Vomiting ▪ Unconscious

If symptoms occur and the student is CONSCIOUS:

- Allow the student to freely use the bathroom.
- Encourage the student to drink water only.
- Test the student's blood sugar level and inform the parent.
- Administer insulin as specified in the DMMP.
- Recheck the blood glucose level according to the DMMP (for example, every two hours) to determine if it is decreasing to the target range.

If the student is vomiting or becomes UNCONSCIOUS:

- If possible, confirm hyperglycemia by testing the blood glucose level.
- Immediately call the parents or emergency contact to have the child picked up. In such cases, the care required goes beyond the abilities of school personnel.
- If the student is vomiting and it is impossible to reach the parents, CALL 911.

Infectious Diseases Policy

Objectives

Infectious diseases are diseases caused by pathogenic microorganisms, such as bacteria, viruses, parasites or fungi; the diseases can be spread, directly or indirectly, from one person to another.

This policy outlines the strategies and actions that schools are required to take to prevent the transmission of an infectious disease or control transmission of an infectious disease when a case/s is identified.

Responsibility of Parents/Guardians

Parents are requested not to send their children to school if any of the following apply:

1. The child has symptoms of an infectious illness that is mentioned in the list of school exclusion table .
2. A fever over 100.4° Fahrenheit (F) or 38° Celsius (C) – Your child can return to school after they've been fever-free for 24 hours without antipyretics. Antipyretics are medicines that treat or prevent fever.
3. Diarrhea – Having loose poop (stool) more often that isn't caused by a change in diet.
4. Throwing up (vomiting) – More than 2 times in a 24-hour period.
5. Coughing that disrupts normal activity.
6. Wheezing or get short of breath.
7. Yellow or green drainage from the eye(s).
8. A new rash – Not all rashes mean your child must stay home from school. Check with their doctor or health care provider.
9. Parent's must provide an authorized medical report for any illness for the absence to be counted as excused.

If a child has been sent to school and is clearly unwell, as described above, a parent or guardian will be contacted and requested to collect them from school as soon as possible.

Collecting child when ill

If the school contacts a parent/guardian to say that their child is unwell the parent/guardian must arrange to collect the child as soon as possible. This is primarily for the well-being of the student who is unwell. In the case of infectious diseases, it is also very important for the well-being of the other students and the school staff. Staff will aim to keep the student as comfortable as possible while waiting for a parent/guardian to arrive.

For some infectious diseases, the school may require a doctor's 'fitness to return' note before the student is permitted to return to school.

School exclusion table

The school exclusion table identifies which infectious diseases require exclusion and for what period.

Conditions	Duration of exclusion
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children
Hand, Foot and Mouth disease	Exclude until all blisters have dried
Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well
Measles	Exclude for at least 4 days after onset of rash
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while

	the lesion is weeping. Lesions to be covered by dressing, where possible
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness
Conjunctivitis	Exclude until discharge from eyes has ceased
Pertussis (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced
Diarrhoeal illness	exclude until there has not been vomiting or a loose bowel motion for 24 hours

Internal School Procedures when a student is Unwell

If a student feels unwell or appears unwell, on arrival at school or during the school day, this procedures in will be followed for the well-being of the student who is sick and of all members of the school community.

- If a staff member is concerned that a student is unwell they will send him/her to the school clinic.
- Having checked with the student, the school doctor/nurse will advise whether or not the student is well enough to stay at school.

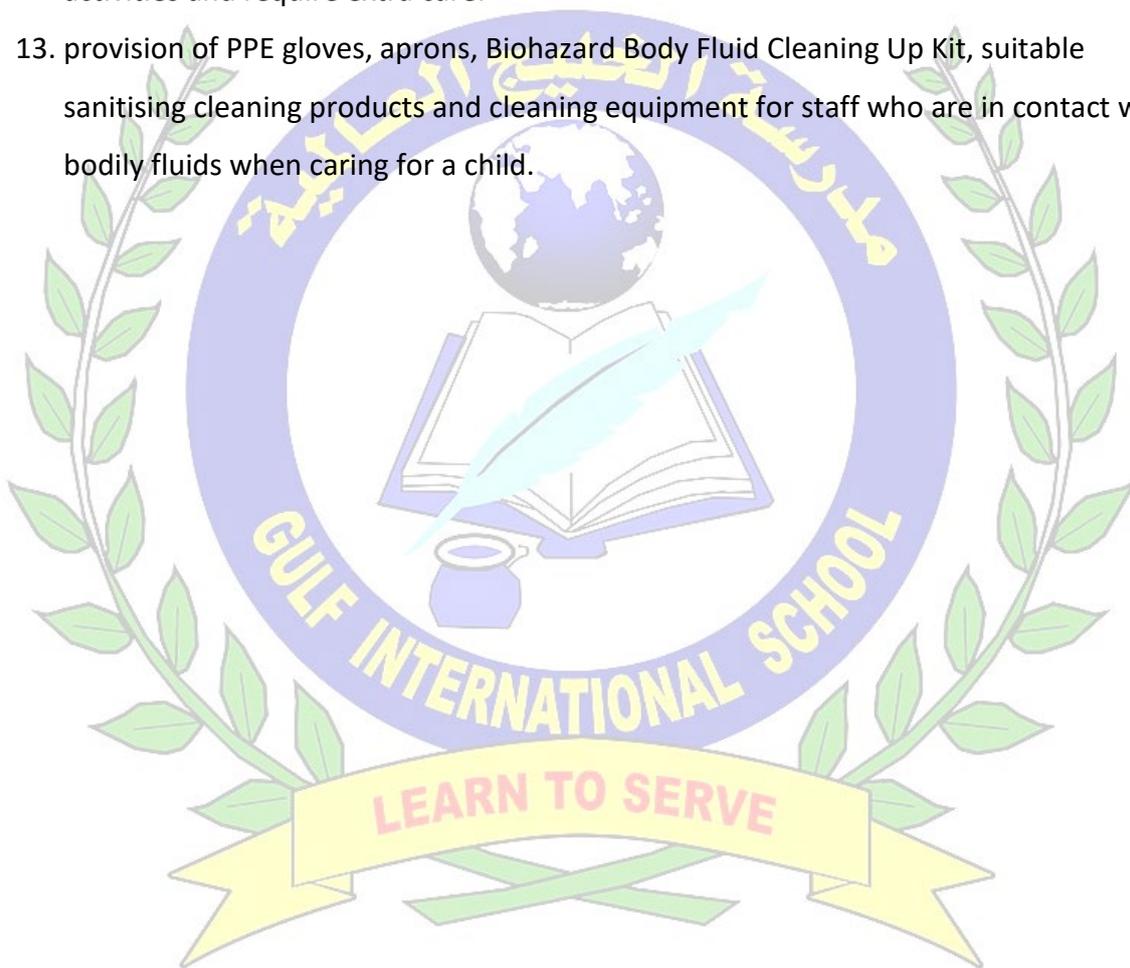
- If the student needs to go home because they have an infectious illness, or is too unwell to participate in school activities, the school nurse will make contact with the parents.
- In the case of a student who is unwell who is awaiting collection, further contact with other students will be limited by removing them from the classroom and staff will ensure that the student is supervised, reassured and kept warm and comfortable.
- If symptoms appear to be serious or distressing an ambulance should be called.
- All other necessary precautions will be taken to limit the spread of infection, i.e. careful hand-washing and use of suitable sanitising cleaning products, as required.
- If the student has fever, vomiting or diarrhea at the school time, he will be excluded from attendance to the school for at least 24 hours.
- The school doctor/nurse will report cases of students who need to be excluded from the school to the principles and academic director.

Prevention Strategies

the following strategies are followed within our school to help prevent the spread of infectious diseases:

1. Encourage all children and their families to get sufficient sleep, eat nutritious meals, practice good oral hygiene, and get enough physical activity to keep their bodies healthy.
2. teaching and implementing effective handwashing throughout the school, with staff leading by example
3. Encourage frequent hand washing to prevent the spread of germs and viruses.
4. Clean, sanitize, and disinfect surfaces.
5. Teach children to cough and sneeze in their elbows or in to a tissue and to turn away when coughing or sneezing, etc.
6. Make sure rooms are well-ventilated.
7. Send unwell children home as soon as possible

8. Handle food safely.
9. Create a school environment where mask wearing is normal and welcome. Consider making masks available to students and school professionals who wish to wear one.
10. Send out reminders and provide educational resources about vaccines.
11. facilitating the Schools Immunisation Programme
12. Excuse a child from class if the child has a fever, vomiting, or other symptoms like cough, sore throat, sneezing, or runny nose that prevent them from participating in activities and require extra care.
13. provision of PPE gloves, aprons, Biohazard Body Fluid Cleaning Up Kit, suitable sanitising cleaning products and cleaning equipment for staff who are in contact with bodily fluids when caring for a child.



Safety and Security Policy:

Gulf International School has implemented a closed campus policy to ensure the safety and security of the school community. Visitors are required to enter the school through the main gate and sign in at the main reception. To enforce this policy, GIS employs a dedicated security team stationed at each of the three school gates. However, parents and visitors are not permitted to use the side gates designated for student arrival and dismissal (Boys and Girls gates, respectively).

Parents should not enter the school from the basement area.

- If parents need to visit the cashier or IT office, they should enter the school from the main reception, receive a visitors pass, then inform the receptionist for the visit and then proceed to the cashier or IT offices. (ALL visitors must sign in and let their business with the school be known. This is a safety and security issue for our students.)

CCTV Cameras:

CCTV cameras are installed in classrooms and corridors throughout the school. Access to the CCTV system is restricted to authorized personnel, including administration and IT administrators. The purpose of these cameras is to enhance the safety and security of students and staff within the school premises.

The footage captured by CCTV cameras also serves as a valuable tool for professional teacher development. It allows for remote review of teaching practices, enabling teachers to reflect on their instructional methods.

Visitors:

1. Visitors to the school should enter through the Main Entrance, where security guards will record their name, ID number, and phone number.
2. Visitors will be given a Visitor's Pass, which must be returned before leaving.
3. Upon reaching the main reception, visitors will be asked to present their Visitor's Pass.
4. The receptionists will record the visitor's name, time of arrival, and reason for visiting, and provide further guidance.

5. Visitors are restricted in their parking options to avoid interfering with the flow of school traffic.

Hazardous Material Spillage:

Hazardous material spillage can include biological and chemical substances. In the event of a spill, the following steps are taken:

- The spill is promptly identified and reported to the school administrators and floor monitors.
- The affected area is cordoned off to prevent access.
- If necessary, students are instructed to evacuate the area.
- Trained staff members, including lab assistants wearing appropriate protective clothing, to carry out the cleanup process.
- Details of the spillage, including the nature of the spill, are recorded in a dedicated logbook for future reference.
- The incident is thoroughly investigated to prevent similar occurrences in the future.

Safety and Emergency Procedures:

Gym Safety Rules:

- Food, gum, beverages, and glass/cups are prohibited.
- Proper closed-toe athletic footwear is required at all times. (No sandals)
- Scheduled events have priority for gym use.
- Return all equipment after use and sign in the register if instructed to do so.
- To prevent loss, damage, or personal injury, do not wear jewelry during workouts, including wristwatches.
- The school is not responsible for lost or stolen personal items.
- Report any losses or damage to the PE Teacher.
- Report any machine malfunction or broken equipment to the PE Teacher.
- Anyone found defacing or damaging gym equipment, walls, etc., is subject to disciplinary action and will be held financially responsible.
- If the gym needs custodial services, please advise the PE Teacher.

- Please do not put personal safety at risk. If you do not know how to use or operate any fitness equipment, ask for assistance from the PE Teacher.

Disclosure:

1. The school management takes no responsibility if a gym user fails to disclose any medical conditions or physical limitations before using the facility.
2. All students are required to use the gym during their assigned PE period. However, students with pre-existing conditions must bring a doctor's report and a letter from the parent explaining that their child is not to use the gym. They will remain seated in the gym during this period.
3. During the gym period, you are not allowed to push, pull, or otherwise disturb a person who is exercising.
4. Playing with machines is dangerous and not acceptable.
5. Important note:
 - Disciplinary actions will apply as per the School Rules and the MOE Disciplinary Procedures, beginning with a verbal warning.
 - Subsequent offenses will be dealt with based on the severity of the violation.

Gym safety is a must for the protection of everyone.

- Students are only allowed to use the gym under the supervision of the PE Teacher.
- For any questions or concerns, please contact your PE Teacher.

School evacuation procedures:

The school places great importance on ensuring the safety of teachers, staff, and students during emergency situations. The following procedures are followed for school evacuation:

1. At the beginning of each academic year, teachers, staff, and students are educated about the school's evacuation procedures and plans/maps are posted.
2. An announced evacuation practice is conducted using the outlined procedures. Subsequently, an unannounced drill takes place.

3. During a drill, a continuous alarm will sound throughout the premises.
4. It is mandatory for everyone to exit the building using their assigned exit. The use of the lift is strictly prohibited during evacuation.
5. Each classroom is equipped with a red/green A4 card, which is used to indicate the status of the class. Green signifies that all students are present, while red indicates that some students are missing and need to be accounted for.
 - a. Each class contains a student list.
6. Detailed emergency procedures are posted on the school's online platform (e.g., Teams) and displayed along the corridors.
7. The location of the nearest emergency exits are clearly marked and easily identifiable.
8. Records of drills are maintained by the administration for reference and review.
9. The maintenance schedule of fire extinguishers is prominently displayed on each appliance.
10. Meeting points and evacuation points are clearly designated to ensure an organized and safe evacuation process.

Preparing for Emergency Evacuations:

- Assign emergency team response roles and ensure that all team members are aware of their responsibilities.
- Each classroom should have a home room list containing the names of students in that class.
- Distribute an "all clear" or evacuate to each classroom.

What to Do:

1. When the alarm sounds, evacuate immediately. Do not wait for confirmation of whether it is a practice or a real emergency. Follow the procedures.
2. Teachers in charge of classes should guide students along the nearest evacuation route to the designated assembly point. They should maintain calmness and orderliness to ensure a safe and swift evacuation. Before leaving the classroom, teachers should check that no one has been left behind.

3. Staff members who are not in charge of a class should be vigilant and assist any students who may be alone, such as those exiting restrooms, by guiding them to the assembly point.
4. Designated emergency coordinators, fire wardens, and deputy wardens should ensure that evacuation routes are clear, conduct searches to verify that everyone has evacuated, and provide assistance to vulnerable individuals as needed.
5. It is important for everyone to walk quietly and calmly during the evacuation. Running should be avoided as it may lead to collisions, falls, or congestion in routes and exits. Remaining calm and quiet also allows individuals to hear further instructions, such as if a fire warden directs everyone to take an alternate route.
6. Once everyone reaches the assembly point, students should line up as instructed so that teachers can take a roll call. If anyone is missing, it is crucial for deputy wardens and floor coordinators to determine the reason. Did the missing person not hear the alarm? Did they panic? Did they become lost? The responsible individual should document this information and address the issue promptly.
7. During the evacuation, individuals are not allowed to take anything with them. Teachers wearing abayas should keep them readily accessible.

School Emergency Practice Checklist:

- Conducting regular emergency drills is crucial for maintaining safety throughout the school year. It is mandatory to perform the emergency drill within the first weeks of school each year. The following checklist outlines important steps to follow during emergency practice sessions:
- Conduct a drill regularly, increasing frequency during the first month of school if necessary.
- Schedule drills at different times to ensure preparedness under various scenarios.
- Assign specific staff members to observe and take notes during the drills.
- Assess the knowledge of staff and students regarding the locations of alarms and alternative fire escape routes.
- Ensure that staff members are trained in assisting students during evacuations.

- Practice the roles and responsibilities of fire wardens, deputy wardens, floor coordinators, and coordinators.
- Familiarize staff members with what should be reported during drills, such as blocked routes or unclear alarms, and provide clear instructions on who to report to.
- Test the roll calling procedure to ensure accuracy and efficiency.
- Address and correct any issues identified during the drill, making necessary adjustments and improvements to enhance safety measures.

Coordinators

Dealing with Electrical Sources		
1st Coordinator	2nd Coordinator	3rd Coordinator
Dealing with Gas Sources		
1st Coordinator	2nd Coordinator	3rd Coordinator
Floor Evacuation Coordinators		
Girls Section		
Ground Floor		
1st Coordinator	2nd Coordinator	3rd Coordinator
First Floor		
1st Coordinator	2nd Coordinator	3rd Coordinator
Second Floor		
1st Coordinator	2nd Coordinator	3rd Coordinator
Third Floor		
1st Coordinator	2nd Coordinator	3rd Coordinator

Boys Section		
Ground Floor		
1st Coordinator	2nd Coordinator	3rd Coordinator
First Floor		
1st Coordinator	2nd Coordinator	3rd Coordinator
Second Floor		
1st Coordinator	2nd Coordinator	3rd Coordinator

Third Floor		
1st Coordinator	2nd Coordinator	3rd Coordinator
Basement		
Day Care		
1st Coordinator	2nd Coordinator	3rd Coordinator
Garage Offices and Basement Offices		
1st Coordinator	2nd Coordinator	3rd Coordinator

Other

1st Floor Staircase		
1st Coordinator	2nd Coordinator	3rd Coordinator
2nd Floor Staircase		
1st Coordinator	2nd Coordinator	3rd Coordinator

Source: Burton, Liz. "How to Carry out a Fire Drill in Your School". November 5, 2018. Retrieved from [Conducting a Fire Drill in Schools | High Speed Training](#). Retrieved June 11, 2021.

Emergency Notification:

1. The Ministry of Education (MoE) will contact the School Principals in the event of an emergency.
2. The School Principals will then notify the administration group and GIS Global.
3. The School Principals will also inform the IT department to notify parents through the Teams parents channel and SMS.

Adverse Weather:

- The MoE will announce school closures to the School Principals.
- The School Principals will notify the administration group.
- The School Principals will also contact the IT department to notify parents through Teams.
- In the event of a school closure, online teaching will be implemented.
 - Students attendance is mandatory and is treated the same as in-school.

Changes of Address, Telephone Numbers, Emails:

It is crucial for parents to provide the school with up-to-date contact details to ensure effective communication during emergencies.

Utilities Emergency:

1. If the school is deemed unsafe due to electrical, gas, water faults, etc., the decision to close the school will be made by the School Principals.
2. The School Principals will coordinate with the MoE, and parents will be notified via SMS and/or Teams.
3. School staff members will remain with the students until all parents have collected their children.
4. If students are sent home for the day due to the fault, online classes will not take place. However, if the fault causes the school to remain closed, online classes will be conducted.
5. Announcements regarding the situation will be made through Teams.



SCHOOL TIMING

Timings of the School Day

For the following GIS members, the school day starts at 7:00 a.m.:

1. Administrative staff
2. Floor monitors
3. KG assistants
4. Janitors

For teachers and students, the school day starts at 7:30 a.m.

- Students K-3 finish at 12:25 p.m.
- Grades 4-12 finish at 1:25 p.m.
- Employees finish at 1:40 p.m.

Zero Period

A zero period is commonly used when the school has activities such as project-based learning (PBL). It can be placed either at the start or at the end of the school day. However, each period is shortened as a result.

Ramadan Hours

GIS recognizes that Ramadan is observed by most of the school community. During Ramadan, the school announces its Ramadan hours on TEAMS. The school day begins with a 1-hour delay, and each period is shortened by 10 minutes.

Break Time Policy

The Break Time Policy at Gulf International School aims to ensure that break times are utilized constructively for recreation, exercise, and social interaction. During break times, the same school rules and standards of behavior that apply throughout the school day must be followed.

Responsibilities for Break Duty Teachers:

- Teachers who have classes just before a break must accompany their students to their designated break areas.
- When accompanying students to break, teachers should arrange them in a line and minimize noise.
- Teachers on break duty must not leave students unattended.
- Teachers must spread out among the students and refrain from using their phones or congregating with other teachers on duty.
- Teachers should discourage littering and encourage students to use trash cans.
- To return to their classes, students should line up by grade level, and teachers for their next class should collect them from the playground and walk to class quietly.
- Teachers should not use the elevator if they bring students to the break.
- Teachers must be on time and inform floor monitors if they are going to be late.

Routines and Roles:

All break-time duties are covered by break-time teachers and overseen by the administration and floor monitors.

Students are assigned playgrounds.

Indoor Break Time:

In inclement weather, the school principals decide whether students are allowed to go outside during break time. If it is a "wet" break time or a day with a sandstorm, students should remain in the classroom with the teacher and engage in purposeful activities.

The Role of Teachers:

Teachers are required to perform break time duty to attend to any student-related issues that may arise. The welfare and safety of students are always a priority while on the school premises.

Playground:

The third-floor playground is not enclosed, and therefore, the temperature is monitored.

The School Principal decides when the playground cannot be used due to inclement weather. During break time, all students should have access to toilets and water.

Assembly Policy

Gulf International School believes that assemblies are fundamental in promoting the ethos of the school and providing students with an opportunity for collective reflection and the consideration of spiritual, moral, social, and cultural issues. Assemblies will also take into account current local, national, and global issues that are topical, and students' awareness is essential for their personal and collective safety, as well as their role as local or global citizens.

Based on these values, the assembly program will:

- Foster an understanding of our own characters, strengths, and weaknesses.
- Promote self-respect and self-discipline.
- Clarify the meaning and purpose in our lives and help us decide how we believe our lives should be lived.
- Encourage a lifelong pursuit of knowledge, wisdom, and understanding.
- Develop skills of citizenship, with assemblies providing an opportunity to share community values and success.
- Include large school gatherings that are part of the school tradition.
- Student involvement in assemblies is actively encouraged.
- An orderly entry into the assembly hall is essential for every assembly.
- Some assemblies will incorporate International Days.

Roles and Responsibilities:

1. The Activity Coordinator is responsible to set the schedule of the assemblies.
2. The Academic Director is responsible to overseeing the assemblies and assign to her teachers.

School Calendar

GIS's school calendar is published on the school website and the parents' channel on TEAMS. The calendar includes key dates for term-time school activities and holiday dates to help students and staff members plan accordingly. The school uses the Gregorian calendar.

School Events

All events at GIS are approved by the school principal and shared with the administration. Throughout the academic year, several events are scheduled to allow students to showcase their achievements. The following are examples of some of the different events celebrated at GIS:

- TEAM Building Week
- Safety Week
- Health Week
- Book Fair
- Multi-Cultural Week
- Social Awareness Week
- National Arabic Week
- Celebration of Learning
- Founders' Day
- Quran Day
- Georgian Day
- Mother's Day
- High School Graduation
- KG Graduation

The activities coordinator is responsible for organizing school-wide events mentioned in the school calendar, while internal department events such as the Spelling Bee, Mental Math, and Character Day are posted on the respective teams by the Academic Director, with approval from the school principal.

Arrival and Dismissal

General:

- Students are not allowed to arrive at the school before 7:00 a.m. on regular school days.
- Security guards will not permit students to enter the school before 7 a.m., except for the children of employees.
- Students must not be left unattended. Failure to comply with this policy may result in the child not being admitted to the school for the following academic year.
- Girls in grades KG to 12 and boys Kg to grade 3 should enter from gate number 7, while boys in grades 4 to 12 should enter from gate number 3.
- Late students must enter from the main entrance, sign their name, grade, section, and reason for tardiness.
 - Late students will be counted as absent for their first period.
- If a parent continuously picks up a child late from dismissal a late fee will be added to their account.

Call Tech Dismissal System:

Gulf International School utilizes the Call Tech Application (Girls Section only) for automated dismissal, enhancing the safety and convenience of our students and parents. Parents whose children use private transportation are required to complete the CallTech information form and download the accompanying smartphone application.

The procedure is as follows:

1. Register your phone number.
2. Receive a code to activate your account.
3. Set your password.
4. Find your child's name(s) in the application. If you have multiple children, you will find all of their names.
5. Upload your child(ren)'s picture for the issuance of their dismissal cards.

During dismissal, the parent arrives at the school and queues to pick up their child. They activate the call button for their child in the application, and their child's name is announced and displayed on screens installed on each floor. The student is then sent down to the waiting parent.

This system facilitates the tracking of students, ensuring a safe and orderly dismissal process.

Students Using Private Cars:

- Students should use their designated gate for dismissal.
- If a parent drops off a student at any point and makes the child walk, the guard will direct the child to the respective gates, and the parent will be notified not to repeat this action.
- At the end of the school day, parents of students using private cars will use the CallTech Smart Dismissal application (Girls ONLY) to page their child once they arrive at the school. Parents will not be able to page their child before 1:25 p.m.
- Parents must follow all pick-up procedures, including lining up in the pick-up zone at dismissal time, allowing students to enter their cars only in the loading zone.
- Students will remain inside the gates until they are picked up, and janitors and staff will assist students in loading their bags if necessary.

KG to G3 Students:

- Once the teachers receive a page through CallTech, the homeroom teacher will assist the students.
- Dismissal time is at 12:30 p.m. For the convenience of students who use private cars and have siblings in grades 4-12, may remain in school until 1:25 p.m if the parent informs the school.
- Students who remain in school from 12:30 to 1:25 p.m. may use this period to complete their homework.

G4 to G12 Students:

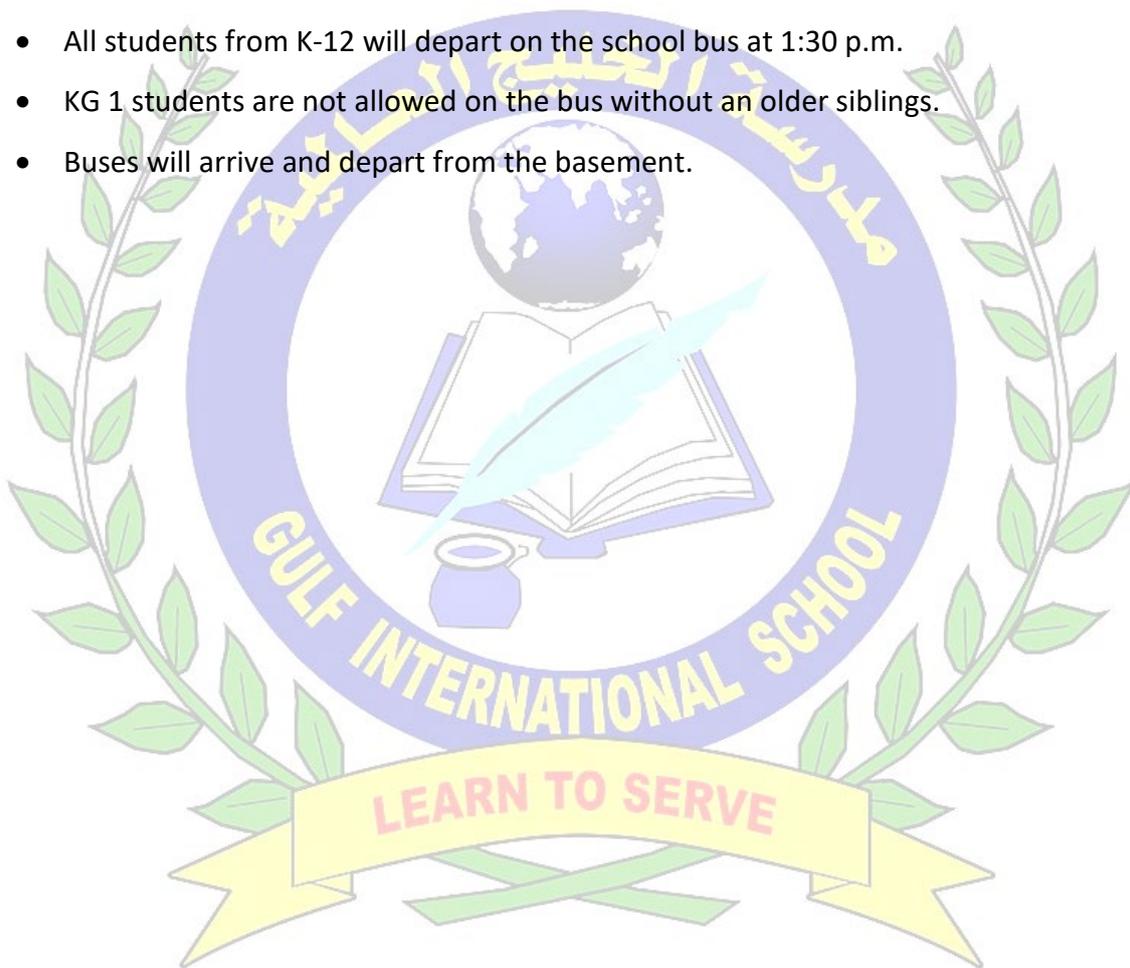
Once the students are paged through CallTech, they will proceed with their siblings in lower grades at 1:25 p.m.

Students Walking to/from School:

- Students from KG to G3 are not permitted to walk home or to school alone.
- Parents must use the CallTech app (Girls ONLY) to page their child(ren) for pick-up.
- Students with siblings in G4-12 shall escort their younger sibling to the correct school gate and then walk home together at dismissal time.

Students Using the School Bus:

- All students from K-12 will depart on the school bus at 1:30 p.m.
- KG 1 students are not allowed on the bus without an older siblings.
- Buses will arrive and depart from the basement.



SCHOOL SERVICES

School services encompass a range of offerings and programs provided by schools to students and parents. These services include after-school activities, food services, transportation, and more.

After-School Activities Policy:

After School Activities provided by GIS are with parental permission may vary year to year.

- After school activities offer for additional fee.
- Parents must sign up the forms and pay the fess in advance.
- Schoo transportation is not provided.
- Students must wear appropriate.
- All GIS discipline rules applied
- Staff monitor the programs. No medical professional will be onsite.
- No food services provided during the program. Students bring their own snack during that time.

Procedures:

- Parents may wait in the main reception area but are not allowed to watch their children during their activities.
- If a student is absent, they forfeit their activity.
- If the school closes due to adverse weather and/or an emergency, the activity will be rescheduled.
- Sessions are to be paid for in advance.
- Students may change to a different activity but are not entitled to refuse if they do not wish to continue.
- A minimum of 8 students must sign up for the session for the activity to run.
- Activities are co-educational.

Food Services:

- Both the boys' and girls' sections of the school have canteen facilities that offer snacks and drinks to students.
- Hot drinks are not available for students.
- Students are only permitted to make purchases during break time and not during class periods.
- Bottled water is not sold.

Cleaning:

- The school employs janitors for each floor dedicated to maintaining clean toilets throughout the day.
- Additionally, the school has a second team of janitorial staff for after-school cleaning of hallways, classrooms, and toilets, amongst other areas.

Lost Property:

Parents are advised to label all items and personal belongings of their child, including school bags, lunch boxes, jackets, and sweaters. It is also important to clearly label your child's textbooks and notebooks for easy identification.

In the event that an item is lost within the school premises, please approach the floor monitor closest to the area where the item was last seen. Floor monitors are responsible for maintaining a lost and found area on each floor. After a period of 30 days, any unidentifiable articles of clothing are donated to charity. Similarly, at the end of each term, books and textbooks are also donated.

School Transportation Policy

Purpose:

The purpose of Gulf International School's transportation policy is to ensure the health, welfare, and safety of students while providing transportation services. The administration recognizes transportation as an essential aspect of the school's commitment to students and parents. This policy aims to inform students, parents, and bus drivers about the rules and regulations governing school bus transportation at Gulf International School.

Conduct on the bus:

Every Gulf International school bus will display safety rules. Any violation of these rules will be subject to the school's disciplinary procedures. Consequences for breaking the rules will be progressive and may include suspension or termination of bus privileges. The bus monitor is responsible for reporting any unacceptable behavior to the respective School Principal.

Bus monitor responsibilities:

1. Bus monitors are responsible for supervising students on the bus.
2. They collaborate with the bus driver and monitor student behavior.
3. They take appropriate disciplinary action when necessary and report to the School Principals.
4. They assist students with physical disabilities.
5. They ensure all passengers are properly restrained while riding the bus.
6. Resolving routine communication problems with parents and students and reporting to the school administration.
7. Promptly assisting students in the evacuation of the bus in case of an emergency.
8. Attending to the needs of students and informing school personnel of any unusual behavior or health issues.

9. Preparing incident reports and ensuring that all student information is kept up to date.

10. Bus monitors must remain vigilant at all times and report any instances of reckless driving by the bus driver.

11. Bus monitors are not permitted to sleep or use their mobile phones while on duty except to contact a parent or the school.

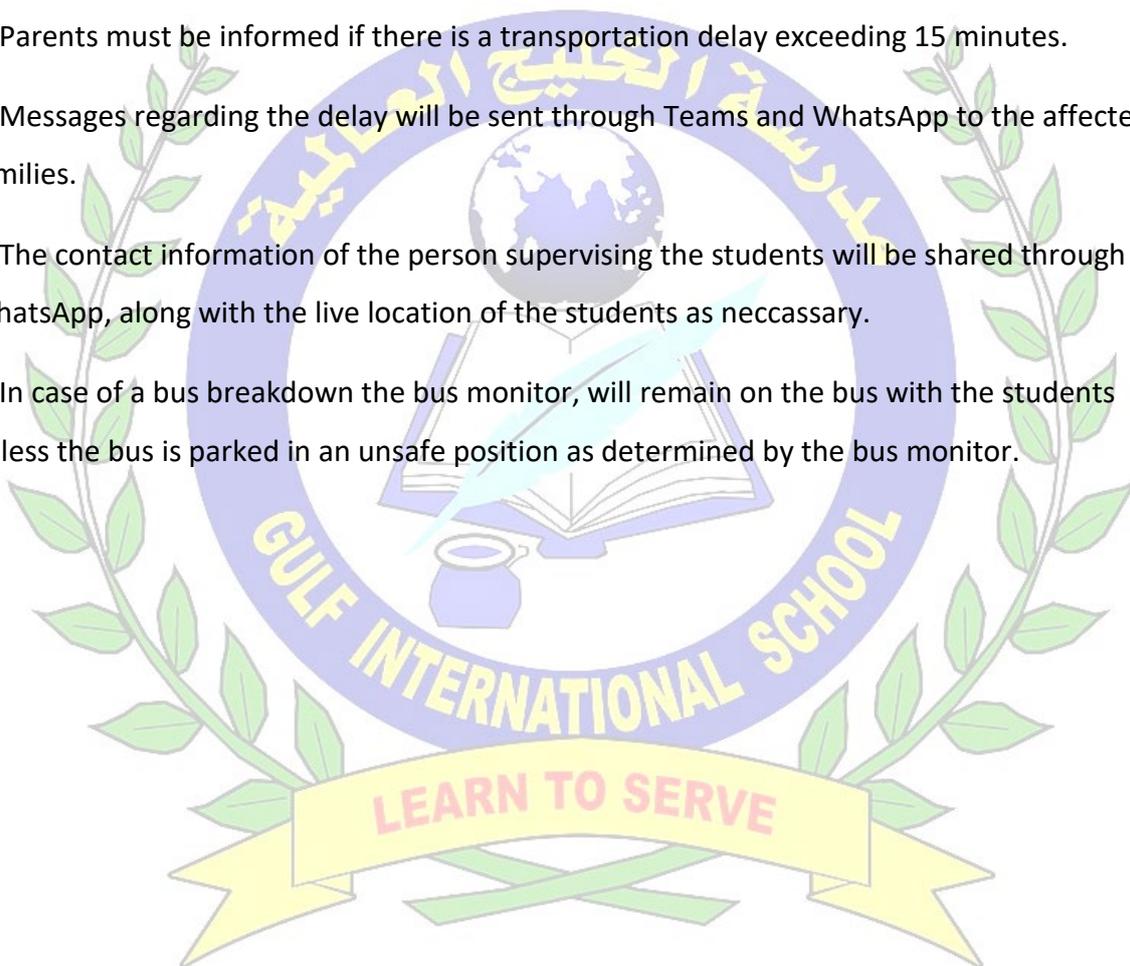
Bus delay emergencies:

1. Parents must be informed if there is a transportation delay exceeding 15 minutes.

2. Messages regarding the delay will be sent through Teams and WhatsApp to the affected families.

3. The contact information of the person supervising the students will be shared through WhatsApp, along with the live location of the students as necessary.

4. In case of a bus breakdown the bus monitor, will remain on the bus with the students unless the bus is parked in an unsafe position as determined by the bus monitor.



SCHOOL FACILITY POLICY

Resource Room Policy

Resource Room Procedures/Timing:

- The resource room is open during posted hours.
- All resources must be returned within 24 to 48 hours. If resources needed for longer period, Academic Director must approved.
- Email the Academic Director (AD) and the Activity Coordinator 24 hours in advance to request the resources you need for the next day.
- Before collecting the resources, a form must be completed. Forms are available with your AD.
- Stationery can be collected during the designated hours mentioned above.
- Teachers are responsible for any damage to resources and will bear the expense.

Library Policy

There are three libraries in the school, each is overseen by the school librarian.

- All students have assigned access to the library according to the an announcee schedule.

Rules and Regulations for Using GIS Libraries:

- **Grades KG 3-12:**
 - The School Librarian is responsible for the three school libraries.
 - The Librarian's attendance in each library will be scheduled.
 - In the absence of the Librarian during library use, the teacher bringing the class will assume the role of the librarian.
 - The key to the library and the library book register will be available with the floor monitors.
 - The teacher must complete the register book, including the date borrowed and due date.
 - KG - G3 students are not allowed to borrow books.

- Grades 4-12 have a borrowing period of two weeks.

- **General Rules & Regulations:**

- Silence must be observed within the library at all times.
- Eating and drinking are strictly prohibited.
- No electronic devices are allowed in the library without prior permission from the librarian or the teacher in charge.
- Library users are expected to behave according to the school and library rules of conduct.
- The Librarian reserves the right to withdraw or refuse library services to any user who disregards the rules and regulations.
- Teachers may request to reserve the library.
- School rule violations will be applied for the abuse of privileges.
- Please do not resshelf books; a book depository will be available in each library.
- A schedule for library usage will be published separately.
- The teacher attending the library with their students will be responsible for overseeing the library in the absence of the librarian.

- **Borrowing Library Materials:**

- Only GIS students may borrow library materials or use the school library.
- Some library collections are not available for loan and will be appropriately marked.
- Materials can be reserved with the School Librarian.
- No user shall take a book out of the library unless it has been properly issued.
- Late returns of borrowed books will incur a penalty of SR 1 per day overdue (excluding weekends and holidays) and will be added to the student's account.

- **Damage & Loss of Library Materials:**

- Any user who causes damage to library materials or other property will be responsible for paying the cost of repair.
- Any users will be held responsible for any material lost while in their custody and will be required to pay the cost of replacement. If lost books are later

recovered, they will remain the property of the Library, and the replacement fees will not be refunded.

School Gym

GIS has a fully equipped school gym. The gym is available for both boys and girls high school students and also after school to employees.

Specially trained male and female instructors are available on site.

Science Labs

There are specialist science labs for biology, chemistry, physics, and general science.

Science Lab Rules:

The science labs are supported by lab technicians who will prepare equipment and materials for experiments aligned with the Cambridge Curriculum. If a teacher wishes to have equipment set up, the following must be observed:

- The teacher ensures 48 hours advance in advance that the equipment is available.
- A resource request can be submitted during the academic year, but availability cannot be guaranteed.
- The teacher communicates the details of the required equipment to the lab technician.
- At least 48 hours' notice is given for equipment setup by email.

Roles and Responsibilities:

1. Teachers should ensure that lab rules are discussed with students before visiting the lab.
2. Teachers should ensure that students are engaged and focused throughout the lab visit to minimize accidents or damage.
3. Teachers should ensure that all safety equipment is available and used. If any safety equipment is unavailable, a resource order must be raised.

Computer Lab:

- There are four computer labs located within the school: two in the girls' section and two in the boys' section.
- Each Computer/IT teacher will have access to the lab according to the published schedule.
- All computers are connected to the internet, but a firewall prevents students from accessing inappropriate websites.
- The Computer/IT teacher is responsible for enforcing appropriate computer usage rules and guidelines.

IT Policy

Gulf International School provides policies and procedures for the selection and use of IT within the school. These policies must be followed by all staff.

Technology Access - Microsoft Office 365:

Each employee will be issued a unique identification ID to access the school's technology. They will also be required to set a password. The password should be 8-256 characters long and should include a combination of uppercase letters, lowercase letters, numbers, and symbols. It is important that employees do not share their passwords with anyone within the school.

In the event that an employee forgets their password or gets logged out, the IT Facilitator is authorized to issue a new initial password. The employee will be required to change this initial password upon logging in.

Website:

Gulf International School has its own website with the address www.gis.edu.sa. The website register should include the following details:

- List of domain names registered to the school: gis.edu.sa
- Dates of renewal for domain names: Yearly basis

- List of hosting service providers: Yearly basis

All content on the school website should be accurate, appropriate, and up-to-date. The IT Facilitator is responsible for ensuring this.

IT Hardware Failure:

The IT Facilitator is responsible for the yearly maintenance of all IT equipment. In the event of hardware failure, it should be immediately reported to the School Principal. The IT Facilitator will attempt to fix the issue, and if maintenance is required, they will seek approval from the School Director.

Network:

Gulf International School has a wired connection through the service provider. The IT Facilitator is responsible for performing weekly maintenance checks. This includes checking the school router, wired connections, and wireless connections. If any issues are identified, the IT Facilitator must contact the service provider to find a solution promptly.

Photocopying Policy

There is a centrally located photocopying room in the basement, which is locked for security purposes. In order to ensure fair and equal access to the photocopying facilities a timetable will be provided at the beginning of the each year.

Teachers, front office staff, and other authorized staff members can obtain a photocopy permission form from the Academic Director. For all other individuals, please also obtain the photocopy permission form from the Academic Director.

Photocopying Procedures and Timings:

- Submit the request form at least 24 hours in advance for any worksheets, test papers, or practical papers that need to be photocopied.
- Do not leave any photocopy requests at the girls' or boys' reception. They must be taken to the server room.
- If the photocopy room is locked, leave the request with the respective receptionist.

- Photocopy requests must be submitted to and collected from the server room only.
- Please note that immediate copies will not be made. Plan ahead and allow sufficient time for processing.
- Ensure that the photocopy forms are completed accurately, including the number of copies required, subject, and date of submission. The forms must also be signed by the Academic Director or subject coordinators.

Staff Rooms:

- HR will provide seating arrangements for staff members at the beginning of the academic year and share this information with them.
- Children are strictly prohibited from entering the staff room.
- The use of microwaves and toasters in the staff room is not allowed due to the potential fire risk. Any other electrical equipment must receive prior approval from the School Principal or School Director before being used in the staff room.
- Each staff member will be assigned a storage locker for their personal belongings. Please note that the school does not assume any responsibility for the loss or damage of items brought into the school.
- Staff members are expected to be considerate of the staff room's dual purpose as a workspace and social space. Therefore, noise should be kept to a minimum.

The school aims to maintain a safe, hygienic, and healthy environment for all stakeholders. The school leadership oversees, directs, and coordinates the operations and activities related to the physical environment of the school, including building maintenance, laboratory maintenance, grounds maintenance, equipment maintenance, facility safety and security, environmental compliance, and more. All staff members have a responsibility to promptly report any damages, including wear and tear, to the principal of the Girls' school.

Procedure:

- The school ensures the installation, maintenance, and monitoring of all fire safety and security systems in compliance with relevant life safety and building regulations.
- It maintains a clean and hygienic environment, ensuring freedom from pests and unhealthy conditions. It conducts regular security checks and maintenance of all utility systems and equipment within the facility.
- It procures all necessary material resources to meet safety and health requirements.
- The school identifies and records utilities and equipment, monitors breakdowns, and manages equipment maintenance, repairs, and replacements.
- The School Services Supervisor is responsible for coordinating the procurement of resources and monitoring the maintenance of facilities, utilities, and equipment. Additionally, the supervisor oversees the cleaning staff.

Maintenance is classified into three main types:

- **Essential Maintenance:** This type of maintenance involves recurring work that is necessary to ensure operational efficiency, safety, and compliance with organizational and statutory regulations. The following are examples of essential maintenance:
 - Fire safety equipment
 - Air conditioners
 - Photocopiers
 - Smartboards and projectors
 - Computers
 - School equipment facilitating learning, such as technology-related and science laboratory-related equipment
 - Electrical equipment, including water coolers, refrigerators, and other appliances
 - Hazardous material management
 - Premises cleaning
 - Pest control

- **Planned Maintenance:** This type of maintenance is identified through inspections and is carried out to preserve the structural integrity of the premises.
- **Corrective Maintenance:** This type of maintenance involves addressing unexpected failures or malfunctions in systems or equipment to restore their functionality.

Damage to school property

Damage to school property, including wear and tear, is commonly observed in various settings, including schools. Therefore, all reported damages must be documented to determine whether they can be repaired or if replacement is necessary. In the case of damage to IT equipment, it should be reported to the IT department and the Girls' Principal via email.

Deliberate Damage

Deliberate damage to school equipment and facilities can have a significant impact on the teaching and learning of all students, as these resources are shared by the entire school community. Therefore, any reported damage that is confirmed by the School Principal and School Director as deliberate will result in the responsible party being invoiced.

For staff members, the cost of the damage will be deducted from their salary. For students, the cost will be added to their school fees.

