

# STUDENT- PARENT HANDBOOK 2018-2019

**Student-Parent Handbook****Welcome to GEMS World Academy – Abu Dhabi**

This handbook has been prepared with information to help you understand our school and community so that you can take full advantage of the many opportunities membership provides.

GEMS World Academy is an International Baccalaureate Organization (IBO) World School that serves the educational needs of American, Emirati, Indian, Canadian and other expatriate families who are living, working and making their home in Abu Dhabi.

In this, our eighth year, we will have begun with more than 500 students representing over 65 nationalities. Our campus features academic buildings including a library and a technology suite, as well as a gymnasium, a cafeteria, and two covered play areas. Our school is organized in two divisional levels: an Early Years/Kindergarten and an Elementary School. Facilities are shared between the divisions and all students engage in learning through the Primary Years Program. Administratively, the Principal/CEO is responsible for all divisions and for the coordination of the overall school program. In addition to the Principal/CEO, we are pleased to have an Assistant Elementary Principal/Primary Years Program and Early Years Coordinator who shares the administrative responsibility for GWA.

In May of 2018, we were inspected by the Abu Dhabi Department of Education and Knowledge (ADEK) and were judged as 'Very Good' for a second time. We are proud of this judgment and are continually striving to be among the best international schools in Abu Dhabi.

We know you have many educational options and are pleased that you chose GEMS World Academy as the school for your child. We take our responsibility for educating your child very seriously and thank you for your trust. Working together, we promote the importance of becoming socially responsible and internationally minded as key features of your child's education.

In partnership,

***Linda LaPine***

Principal/CEO

***Catherine Erpen***

Assistant Principal,  
PYP and Early Years Coordinator

## Student-Parent Handbook

## GEMS CORE EDUCATIONAL VALUES

## Global Citizenship

*We Believe... in promoting diversity and building communities.*

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



## Pursuing Excellence

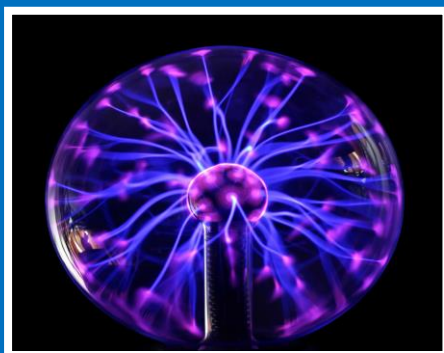
*We Believe... Great just isn't good enough.*

We see being great at something as a starting point, not an endpoint. We believe in having high standards and aspiring to be the best we can be. We strive to build resilience and strength of character, even when it's not the easy thing to do. We take accountability for our performance and set challenging goals, which allow us to achieve things we never imagined.

## Growing By Learning

*We Believe... Continuous learning is the fuel for continual growth.*

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



## Leading Through Innovation

*We Believe...The world needs more innovators.*

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

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**Student-Parent Handbook****OVERVIEW OF GWA - ABU DHABI****GEMS World Academy Mission**

Our mission is to provide joyous and meaningful experiences while developing internationally minded students empowered to act both locally and globally in a diverse world.

Our program of inquiry is designed to educate each child to take a more positive world view while deepening understandings, skills and dispositions.

Our aim is to inspire responsible citizenship and environmental stewardship.

**Philosophy**

- Our commitment to advocating, teaching and respecting a diverse student body from cultures throughout the world fosters an interconnected sense of local and global citizenship, justice, peace and understanding.
- We believe that the diversity of our student body provides the foundation for creating involved global citizens in our rapidly changing world. We make the effort to celebrate similarities and appreciate our differences.
- We explore, as much as possible, all the cultures that the world has to offer and at the same time not only investigate our differences but also realize our common oneness.
- Our approach is guided by a respect for children's uniqueness, by recognizing their inherent capacity for growth and by planning inquiry based learning engagements and environments that shape learning and provide opportunities for success.
- We recognize that each student learns differently. We provide a wide range of learning opportunities for our students and encourage them to be active participants in their personal educational plan.
- Our students are encouraged to explore their interests and strengths and to develop their own distinct, individual personalities and to expand their perspectives.
- Students have the opportunity to excel as individuals, while learning to work collaboratively as part of a team.
- We believe that quality education is provided through building bridges of trust, communication and common goals between the home and school.

**Aims**

We are an International Baccalaureate Organization (IBO) Primary Years Program (PYP) school. We implement the PYP curricular framework while offering an enriched American curriculum blending the PYP with USA standards, benchmarks and programs.



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GWA students will:

- Grow and develop intellectually, physically, emotionally, and socially into intelligent, interesting and compassionate people.
- Discover and/or maintain an interest in and an eagerness for learning that permits each child to realize his/her full potential.
- Achieve self-confidence and self-awareness, enabling them to take ownership of their learning, adapt to new ideas and new situations, and respectfully advocate for their own needs.
- Establish a firm foundation in the core curricula of Language Arts, Mathematics, Social Studies, and Science.
- Enrich their understanding of the world through classes such as Visual Art, Music, Physical Education, Information & Communication Technology, Media Literacy, Arabic Culture, and Personal and Social Development.
- Gain an understanding of global issues and realize their potential as agents of transformational change.
- Develop and demonstrate the values and skills of effective citizenship and leadership.
- Achieve intercultural understanding and skills enabling them to engage diversity and develop deeper understandings, participate and lead in a variety of communities, bridge differences and appreciate others' individuality and uniqueness.

The success of our program is based on:

- a commitment to student learning and achievement
- a transdisciplinary approach with an inquiry based philosophy
- teamwork, collaboration and the broad participation of our community
- the pool of diverse ideas, experiences and values which our community offers
- a thorough awareness of educational 'best practices' throughout the world

We provide:

- an engaging, challenging, relevant and significant program of learning
- each student with the opportunity and support to reach their full potential
- a kind environment, built on mutual respect and dignified treatment, that encourages self-confidence and the embracing of others whose ideas and experiences differ.

We believe that:

- each student is a unique individual with equal potential to make a positive contribution to our school community

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- it is important to instill an enthusiasm for life-long learning in each student along with the skills and dispositions necessary to prepare them for the challenges and changes which will be faced in their future
- our students must develop the skills and understandings that will enable them to become responsible, contributing citizens of the global community
- learning and the GWA experience are improved when parents are actively engaged in the learning of their child(ren)

We support our philosophy through:

- high standards of achievement and performance
- a developmental, student-centered approach to teaching
- a comprehensive and varied curriculum aimed at the acquisition of transferable skills and enduring understandings
- the development of independent learning skills and self-reflection in the learning process
- constructive feedback for learning
- nurturing a strong sense of self-esteem, personal integrity and a respectful, caring attitude toward others
- developing an understanding of, appreciation for, and willingness to accept people whose ideas and experiences differ from our own
- facing problems within a framework of fairness and shared values
- nurturing a sense of responsibility for our environment

### Description of KG1 + KG2 and Grades 1 through 5

All classes follow a full day program. Each class from KG1 through Grade 3 benefits from both a teacher and a teaching assistant (TA). Grades 4 and 5 classes share teaching assistants.

We take advantage of our international student community and the cultural diversity that it offers. We learn about different countries' cultures – traditions, customs and holidays. Our local community also has an impact on our curriculum in that we frame conceptual understandings in the context of the local environment. In this way, the program is enriched by what is offered in Abu Dhabi and the surrounding area.

The school community is warm and nurturing. Parents are encouraged to become involved in the daily education of students by participating in the GEMS Parent Engagement Program. GWA also has an active and supportive Parent Association (GWA-PA) regularly coordinating events, organizing fund-raising activities and helping build school and community spirit.

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**Student-Parent Handbook****CURRICULUM****International Baccalaureate Mission**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**The International Baccalaureate® (IB) Primary Years Program (PYP)**

The International Baccalaureate® (IB) Primary Years Program (PYP) is a curriculum framework designed for students aged 3 through 12. It prepares students for the intellectual challenges of further education and their future careers, focusing on the development of the whole child as an inquirer, both in the classroom and in the world outside. The aim of the PYP is to create a curriculum that is engaging, relevant, challenging and significant for learners. The curriculum is transdisciplinary meaning that it focuses on issues that go across subject areas. Since June 2014, GEMS World Academy Abu Dhabi has been a fully authorized IB World School.

As our philosophical approach to teaching and learning is centered on holistic development, students at GWA will be provided with rich and varied opportunities to develop academically, socially and emotionally. Becoming an internationally minded individual with strong personal values is at the heart of the program and students will be supported in their pursuit of this goal. Nurturing independent life skills, every student is encouraged to take responsibility for his or her learning.

The curriculum is organized into three components: written, taught and assessed. The written curriculum outlines all that students will learn. The taught curriculum addresses how educators should teach. The assessed curriculum details the principles and practice of effective assessment in the PYP.

While all IB PYP schools develop their own program of inquiry, there is sufficient flexibility to ensure that learning is developed in the context of the local environment, with respect for social and cultural influences and norms, and in compliance with local and national guidelines and expectations.

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### The Written Curriculum

The written curriculum encompasses all of the knowledge, concepts, and skills students are expected to learn and enhance, the attitudes they should develop and the opportunities that students may have to take action as they reflect and respond to their learning. Incorporating local and global issues into the curriculum, the program asks students to explore six related transdisciplinary themes and consider the links between them. All science and social studies knowledge, understandings and skills are carefully woven through these themes. All other subject specific knowledge and skills are built into the program with consistent emphasis on supporting and deepening students' understanding. Explicit instruction occurs alongside this as appropriate. Students are continually engaged in inquiry based learning where they are provided with opportunities to explore concepts, identify connections between subjects, learn how to ask constructive questions, plan investigations, solve problems, communicate effectively and find answers to the wonderings and questions that they have.

Throughout the course of the academic year, KG1 students will engage in four units of inquiry, KG2 students will engage in five units of inquiry and students in grades 1 through 5 will enjoy six units of inquiry across the following themes:

Who we are  
Where we are in place and time  
How we express ourselves  
How the world works  
How we organize ourselves  
Sharing the planet

Seven key concepts are used to drive the process of inquiry. These fundamental concepts and associated questions are broad in scope, guide the units of inquiry, and are the basis for the school's program of inquiry. These concepts also provide consistency among IB PYP schools worldwide and give children a valuable framework for seeking answers and solving problems.

- Form: *What is it like?*
- Function: *How does it work?*
- Causation: *Why is it like it is?*
- Change: *How is it changing?*
- Connection: *How is it connected to other things?*
- Perspective: *What are the points of view?*
- Responsibility: *What is our responsibility?*

Through this process of inquiry students are then able to construct meaning from their learning experiences. There are five sets of transdisciplinary skills, or approaches to learning, acquired and developed through the process of inquiry:

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- Communication Skills
- Thinking Skills
- Research Skills
- Self-Management Skills
- Social Skills

### The Taught Curriculum

Students are provided with learning environments where coherent, authentic teaching and learning can take place. This allows for transparent connections to be made so that students are aware of the relevance of the learning to their reality and are encouraged to respond with a high level of engagement.

### The Assessed Curriculum

IB programs promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. Determining what your child knows, understand and can do in all areas of their growth is therefore of paramount importance. Effective assessment strategies and tools allow teachers to accurately support students in their learning.

Assessment is something that occurs every day. Over time, students themselves should develop their reflective skills so that they can take ownership of their learning and participate in goal setting.

Throughout the course of their educational journey, evidence of learning is collected and shared. This could be, for example, performances, reflective writing or artwork, demonstrations, portfolio pieces, presentations or projects. Seesaw is the online interactive portfolio available to parents.

The teachers use various tools to evaluate students understanding, such as continuums, rubrics, checklists, observations, interviews, tests, and peer and self-assessment.

The teachers discuss individual achievement with the students themselves, and share the learning and progress with parents on an ongoing basis through assemblies, emails, school newsletters, student's work and portfolios, and various conferences.

### International Mindedness: The Learner Profile

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

*IB learners strive to be:*

- |           |   |
|-----------|---|
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They |
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actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers or Courageous	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

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Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
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**Transdisciplinary Learning**

The PYP endorses a belief that students learn best when the learning is authentic and transdisciplinary – relevant to the real world – where the learning is not confined to the boundaries of traditional subject areas but is supported and enriched by them. Therefore, our specialist teachers integrate their programs with the grade level curricula in order to expand children's understanding of knowledge, concepts and skills taught in the classroom.

**Technology Integration**

Technology is a tool for learning. The school employs a technology integration teacher who supports students and teachers throughout the school. Students develop knowledge, skills and understanding of the ways in which we can become connected learners through the use of a variety of digital tools such as iPads, laptops and coding devices. Through meaningful use of technology, students develop and apply strategies for critical and creative thinking, engage in inquiry, make connections and apply new understandings and skills in different contexts.

**Media Literacy Center**

The traditional library model is evolving. As students learn to engage with various media, navigate digital learning environments, and develop the transferable skills necessary to work efficiently and successfully in our changing world, it is essential that learning spaces are supportive so that teaching and learning can be maximized. As a PYP school, we embrace this change and strive to be innovative in both design and usage; we seek spaces where disciplines can intertwine, different perspectives can permeate and where intentional spaces can support students as they imagine, inquire, discover and create.

Teachers regularly schedule time for students to visit the Media Literacy Center. Students are given the opportunity to work both independently and collaboratively, developing critical thinking skills as they locate and consume information, make decisions, solve problems and communicate. Students are given the opportunity to check out books each week. Additionally, teachers may give assignments which require the use of library media or technology at other times.

Students and parents may want to check out books or other materials for their own personal enjoyment. In either case, students are expected to return their items on time. The cost of lost texts will be charged to the student. GWA is unable to issue final progress

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reports or transfer certificates to students who have outstanding book fees. The library is open Sunday – Thursday, 7:30 a.m. to 3:30 p.m., except Tuesday when it closes at 1:00 p.m.

### Physical Education

In the context of the PYP, personal, social and physical education (PSPE) is a school-wide endeavor concerned with individual health and well-being. As it encompasses physical, emotional, cognitive, and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and participation in an active healthy lifestyle, it is considered integral to all teaching and learning,

In addition to educational experiences facilitated in the context of the units of inquiry, students participate in two 40-minute physical education classes each week. These lessons provide students with opportunities to develop physical strength, stamina, endurance, flexibility and coordination in a wide range of both movement and sport-specific skills.

Students are expected to come prepared for class, be dressed appropriately and follow the health and safety guidelines. Students are required to attend all physical education classes unless the school is provided with a written statement that details a sound reason for release from a particular physical education activity.

### Visual Art

At GWA, we seek to ensure that, during their PYP experience, students encounter a broad range of experiences that illustrate the field of visual arts which may include architecture, bookmaking, ceramics, collage, costume-design, drawing, graphic design, film, illustration design, installation, jewelry, land art, mask-making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set-design, textiles and woodwork.

Throughout the units of inquiry, and with weekly visual arts lessons, all students have the opportunity to engage in creative processes through which they explore and experiment in a continual cycle of action and reflection.

### Music

The PYP music program at GWA provides students with opportunities to participate in a broad range of music experiences. Through the units of inquiry, and during their weekly music lesson, students classify and analyze sounds, compose, explore body music, harmonize, listen to and play instruments, sing, read music, engage in song writing and recording. Children will also develop the ability to use their imaginations and communicate their ideas and feelings.

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### Arabic

In PYP schools, all students have the opportunity to learn an additional language from the age of 7. Every learner benefits from having access to different languages, and, through that, access to different cultures and perspectives. At school, students learn primarily through the medium of English with a significant amount of time also spent developing Arabic language skills.

In line with the Ministry of Education, all of our native speaking Arabic students in grades 1-3 receive 240 minutes of Arabic instruction each week while non-native Arabic speaking students in grades 1-3 receive at least 160 minutes of Arabic instruction each week. For students in grades 4-5, all native speaking Arabic students receive 200 minutes of Arabic instruction each week and non-native speaking Arabic students receive at least 160 minutes each week. In addition, as we believe in the importance of developing students language skills as much as possible, students in KG1 and KG2 also receive two 40-minute classes each week.

### UAE Social Studies

The UAE is a country rich in culture and heritage. Where possible we strive to situate learning in the local context in order to deepen students' knowledge and understanding of the country in which they live. The program of inquiry has been developed to support all students in developing their understandings and providing opportunities to explore alternate perspectives.

In the UAE, the Ministry of Education also requires all students in grades 1-5 to spend 40 minutes each week participating in UAE Social Studies. As students grow, it is important that they become increasingly more knowledgeable about the world in which they live and belong.

### Islamic

Ensuring that Muslim students have the opportunity to grow spiritually is an important part of students' educational development here in the UAE. Islamic Studies for Muslim students is offered in two languages: Arabic for native Arabic speakers and English for non-native Arabic speakers. Students who must attend Islamic education classes are those who have been identified as Muslim by their parents at the time of registration.

The Ministry of Education requires all Muslim students in grades 1-3 to spend 120 minutes each week participating in Islamic Studies, so all Muslim students receive three 40 minute classes in their schedule. Students in grades 4-5 enjoy two 40 minutes classes each week as they are expected to receive 80 minutes of instruction. As we recognize the importance of Islamic education for Muslim families, we also provide two 40 minute classes each week for Muslim students in KG1 and KG2.

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### Moral Education

The Ministry of Education Moral Education Program includes three pillars of teaching and learning: character and morality, the individual and the community and civic and cultural studies. All students in Grades 1-5 participate in this program. This curriculum is complementary to the IB PYP framework and is reflective of the goals identified in the UAE Vision 2021 National Agenda.

### English Language Learners (ELL)

It takes approximately 5-7 years to become fluent in a language. As a PYP school, here at GWA we practice inclusion. This is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. All of our teachers are language teachers. Across the curriculum, it is important that students are continually given opportunities to learn language, learn through language and learn about language.

At GWA, we value students' mother-tongue languages and encourage you to foster these at home. Development of mother-tongue language is crucial for cognitive development, and in maintaining cultural identity.

When a student whose mother tongue language is not English enters GWA, placement tests may be given to determine the level of English proficiency. This helps the school determine potential supportive steps that may need to be taken. In addition, diagnostic tests are administered to ELL serviced students throughout the year to determine the student's progress and current stage of proficiency. The ELL teacher, working in consultation with the Student Support Team, is the final arbiter of student readiness and develops a plan of action based on each child's individual needs.

Our intensive Beginner English Course (BEC) is provided for students with little or no exposure to the English language. This structured program ensures that students can communicate their basic needs and wants, build relationships with peers and adults, and become active learners within the PYP. It is offered a different times throughout academic year and generally runs for eight weeks.

Teachers differentiate to ensure that students' needs are met. In addition, ELL support is offered to those non-native speakers of English who are identified as requiring additional support. This may happen in the classroom setting or in breakout areas. Focused instructional lessons, alongside guidance and support, are designed to enable non-native speakers of English to reach a sufficient degree of proficiency in the English language to be able to participate fully in mainstream classes.

The ELL curriculum is aligned with mainstream programs but modified to meet the needs of students still learning the fundamentals of listening, speaking, reading and writing in English. The ELL

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teacher also provides support for the mainstream subjects by reviewing class assignments, giving further explanations and reinforcing concepts and subject specific terminology.

### Student Support Team

The Student Support Team (SST) assists students with academic, social, emotional, or transitional needs. The core members of the team are the principals, school counselor, and the ELL and learning support specialists.

The school has a clear process for identifying and supporting children with specific learning and/or social-emotional needs. Members of the SST work to establish an understanding of a child's strengths and to define learning needs to make accommodations, or (if required) modify the school program. The process may also include a referral for a medical examination or an assessment by an educational psychologist, an occupational therapist, or a speech and language therapist. Additional GWA staff members such as classroom teachers, specialist teachers, learning support assistants, and the nurse are included in this process, as are parents.

### External Assessments

Three times each year, students in Grades 2-5 sit the Measures of Academic Progress (MAP) tests, which are computer adaptive achievement tests that measures a student's abilities and achievements in language usage, reading, mathematics and science. Scores in the form of percentile ranks are reported to the parents. These scores will become part of the child's learning record.

The Cognitive Abilities Test (CAT4) is a diagnostic assessment. It provides information about how a child learns and what his or her academic potential may be. This test assesses non-verbal reasoning, verbal reasoning and quantitative reasoning as well as spatial ability. This academic year, the test will be administered in grades 2-4 early in the school year.

The Developmental Reading Assessment (DRA2) is an externally developed assessment tool used by our teachers to assess and document students' development as readers over time. In general, this is administered three times each academic year. The DRA2 provides helpful information to parents when choosing reading materials for home use.

### Homework Guidelines

Homework provides additional opportunities to reinforce knowledge, further explore ideas and enhance skills. Well-designed homework that is completed by students can enhance learning. Homework is to be completed so that students can develop their self-management skills, practice responsibility, take ownership of learning and be prepared for classes.

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Grade level teachers assign homework in keeping with the following guidelines:

Grade One: Not to exceed 20 minutes

Grade Two: Not to exceed 30 minutes

Grade Three: Not to exceed 45 minutes

Grade Four: Not to exceed 60 minutes

Grade Five: Not to exceed 75 minutes

Homework will frequently include reading and generally be related to the development of English and Arabic language skills. It may include tasks that support mathematical knowledge and skills or the current unit of inquiry.

Developing children's communication skills is of paramount importance. Therefore, spending time each day talking, reading and playing with your child is vital.

If your child experiences difficulty completing homework assignments or cannot complete a homework assignment because of illness or other extenuating circumstances the parent should communicate directly with the teacher.

### Field Trips

As an important educational component of the program of inquiry, field trips to local places of historical and cultural value - theaters, museums, historic buildings - along with visits to sites that help offer opportunities to develop students' transdisciplinary skills are arranged to provide meaningful learning experiences in an authentic context. These trips are considered part of the curriculum and participation is strongly encouraged.

Planning and preparation for all trips is thorough and risk assessments are carried out ahead of time to ensure that all health and safety considerations have been addressed fully. All field trips must be approved by ADEC. As part of this process, permission forms must be signed by a parent or guardian and returned to the school by the specified date. Unless otherwise communicated, the student will pay for all transportation, entrance fees and guided tours.

Standards of dress and behavior are the same on field trips as during a regular school day and students are expected to conduct themselves appropriately.

Occasionally, some students remain in school rather than taking part in the trip. These are extraordinary situations. Students who are excused from the trip are expected to attend school and work will be provided by the class teacher.

**Student-Parent Handbook**

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**INFORMATION & COMMUNICATION TECHNOLOGIES****Internet Use at School & Wi-Fi Access**

Students have age-appropriate, filtered access to the Internet to conduct research and communicate about academic topics. Our Acceptable Use Policy outlines user privileges and responsibilities.

**Internet Acceptable Use Policy**

The Internet expands classroom and library resources by making information and images, from places otherwise impossible to reach, available to students, teachers, library and media specialists. Access to these resources can yield individual and group projects, collaboration and the exchange of ideas. Internet access also makes contact with people all over the world a possibility, providing access to experts and expertise in every content area. GWA student Internet users and their families should understand that neither the school nor our faculty can completely control the content of the information obtained from other systems. There are always risks involved in internet use, but we believe used properly and intelligently, the advantages of access to the worldwide community outweigh the possible risks.

Use of the GWA network is a privilege extended to students who act in an ethical, considerate and responsible manner. Abuses of the Internet, including participation in chat lines; accessing personal email; plagiarizing the work of others; trespassing in another student's space; displaying or downloading information or images that are offensive, dangerous and/or objectionable; and giving our personal information, may result in loss of internet access privileges. Violations may also lead to disciplinary actions outlined elsewhere in this Handbook.

**ACADEMIC HONESTY GUIDELINES**

Failure to credit information that is not your own, whether in a research paper, homework or test, is known as plagiarism. Such activity is not acceptable at GWA.

Plagiarism is using the ideas or words of others without clearly acknowledging or crediting the source of that information.

Plagiarism is regarded as a type of theft and there are laws against it. To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion, or theory,
- a presentation that is not your creation,
- quotations,
- paraphrased versions of an original.

## Student-Parent Handbook

If a student is found to have presented the work of another as their own, he/she will be required to re-write the assignment. Parents and the Principal will be notified and a record of the infraction will be maintained. Further offences will have serious consequences.

## EXTRACURRICULAR ACTIVITIES

GEMS World Academy offers teacher led After School Activities (ASAs), as well as externally provided opportunities including East Sports Management (ESM) and others yet to be confirmed.

### After School Activities (ASA) Information and Procedures

- a. ASA definition:** After School Activities provided by GWA Teachers or Parents from 3-4 p.m. Most activities are free; however, some may charge a small fee for materials.
- b. ASAs are open to all students in KG 2 and up**
  - i. KG2 students may participate in one ASA per trimester.
  - ii. Grade 1 and higher are eligible to participate in two ASAs per trimester.
- c. ASA Times: 3-4 p.m.**
  - i. Students who participate in ASAs will be monitored by the classroom teacher or teaching assistant between 2:45 p.m. and 2:55 p.m. before transitioning to their activity.
  - ii. ASAs will begin during the second week of the trimester and finish during the second to last week of the trimester (approx. 8-9 weeks).
  - iii. If an ASA is offsite times may be adjusted.
  - iv. If a student has been absent on a day they usually have an ASA, they may not attend their ASA.
  - v. Parents are responsible for ensuring their child is collected on time at 4:00 p.m. School transport is not provided.
- d. Sign-ups:**
  - i. At the beginning of each trimester, sign up days will be announced.
  - ii. Sign-ups will be online, via the GEMS My Learning portal.
  - iii. Parents/Guardians must sign up their own child(ren) only.
- e. Disciplinary Procedures:**
  - i. If a significant behavior incident occurs, the ASA instructor will inform Principal, Parents, and ASA Coordinator immediately.
  - ii. If a child receives three behavioral reports it will result in a loss of ASA privileges for that trimester.
  - iii. If a parent is late three times to pick up a child, then loss of ASA privilege will occur.
- f. Student Attendance:** ASA instructors will take attendance.
  - i. If a student is going to be absent, the parent and/or teacher must inform the ASA instructor.
  - ii. 3 days of **unexcused** absences = Lost spot in ASA.

## Student-Parent Handbook

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### East Sports Management

East Sports Management (ESM) is a company that provides athletic activities at GWA. They hire professional experienced coaches. ESM charges a fee for each class.

**Parents should only give money for ESM directly to the Instructor of the class or an ESM representative. Teachers, receptionists, TAs, bus conductresses, etc. cannot take money for ESM.**

## THE SCHOOL DAY

### School Hours

The school day for all grades commences at 7:45 a.m. Students are expected to be in line with their class for the morning assembly, no later than 7:45 a.m. Dismissal time is 2:45 p.m. with the exception of Tuesdays when the school hours are 7:45 a.m. to 1:00 p.m. to allow for professional development and collaboration time for the GWA Staff.

The school cannot supervise students before 7:30 a.m. or after 3:00 p.m. We request that students are under parental supervision while on school premises before and after these times, the only exception being when the student is attending an after school activity (3:00 - 4:00 p.m.)

All students and parents who are not involved in an after school activity should exit the campus by 3:30 p.m. on Sundays, Mondays, Wednesday and Thursdays and promptly by 1:30 p.m. on Tuesdays. When ASAs are in session on the green, students not enrolled must stay off the green area.

### School Scheduling

The school week runs from Sunday through Thursday. The school has developed daily schedules for students guided by key principles such as consistency in structure, variety in subjects and skills and overall balance. Protected blocks have been created to ensure that little to no issues occur to reduce lesson time from any curricular area due to special events, assemblies or holidays.

### Attendance

Parents are expected to call the school between 7:30 - 8:00 a.m. when their child is absent from, or will be late to, school. Attendance and student participation in learning activities are



## Student-Parent Handbook

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important, so parents are urged to schedule medical, dental and other appointments after school hours or during vacations.

All students are expected to abide by the school schedule and attend school on the days before and after vacations. Frequent or lengthy absences can seriously impede your child's learning progress. In some cases, this can lead to the school's inability to promote your child to the next grade. As per ADEK Policy, absence rates above 10% are regarded as a cause for concern as are unauthorized absences, this includes extended holidays and Ramadan.

**Authorized Absences:** illness, death of first or second degree relative, scheduled doctor's appointments, official community task, mandatory appearance before an official body, and essential urgent family travel for matters such as medical treatment or the death of a family member

**Unauthorized Absences:** shopping trips, unnecessary travel, other types of travel not included in the authorized absences list

### Early Pick-Up

Parents are expected to sign students out of school at the office if they depart before 2:45 p.m. If a student is leaving school early, parents must come to the office before collecting their child from the class to obtain an early collection slip which must be presented to the teacher and given to security on exit from the campus. Parents must contact the teacher and/or reception to advise the school of an early collection in advance of coming to school. For safety reasons and to ensure limited disruption to classes, pick up of students is not permitted within the last 30 minutes of the school day (between 2:15 p.m. and 2:45 p.m. on Sundays, Mondays, Wednesdays and Thursdays, or between 12:30 p.m. and 1:00 p.m. on Tuesdays). In exceptional circumstances, please contact the school reception in advance.

### Change to Regular Home Transportation

If a child is going on a play date, two notes must be sent to school, one from the parent whose child is going to the friend's house and the other from the parent who is hosting the play date. These notes are best sent to the teacher via email or hand written note. If this involves using the school bus, the parent must call transportation to ensure there is space on the bus.

### School Uniform

As part of the GEMS family of schools in the UAE, as well as in compliance with the Ministry of Education requirement, all GEMS students are required to wear the uniform designated for their school.

School uniforms are favored traditionally by the large majority of private schools in many parts of the world. Pros include allowing

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## Student-Parent Handbook

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students to concentrate on schoolwork rather than their clothes, promoting inclusivity and enhancing school pride and spirit.

Parents of students not in uniform will be notified via email by the classroom teacher. Upon third notification, the parent relations executive will contact the family. If the matter is still not resolved, parents will be asked to attend a meeting with the principal.

**Daily Uniform:** Regulation GWA uniform for Kindergarten students is a blue polo shirt with shorts (boys) and skort (girls). The KG 1 and KG 2 students may wear the PE outfit (see description under PE Uniform which follows this section), Gr 1 – Gr 5 students wear a light blue cotton shirt with optional tie with shorts/pants (boys), or blouse with bow and skort/pants (girls). **Footwear must be all black or all white and can only be dress shoes or trainers.** Crocks, sandals and rubber flip-flops are not permitted. **A blue V-neck sweater or fleece jacket/hoodie with the school logo may be worn.** Other outerwear may be worn to and from school but students will not be allowed to wear non-uniform items during school hours.

**PE Uniform:** For both boys and girls, a regulation GWA polo shirt with the school logo and regulation sports shorts should be worn. On days when students have PE they may wear the uniform for the full school day.

**Please ensure that all your child's clothing and belongings are clearly labeled with his/her name.** All uniform items are available from Threads online at [www.threadsme.com](http://www.threadsme.com) or at their Dalma Mall showroom. There are also samples available for viewing in reception. Please stop by at your convenience.

### Lunches/Snacks

Students may bring lunch from home or purchase a ministry approved school meal from the cafeteria. Menus for each month are posted on the GEMS Fusion for parents. Children should bring a healthy snack from home to eat during the morning break along with their water bottle. Nuts are not prohibited on campus. However, any foods sent to school for the purpose of sharing should not contain any nuts or nut products. In some cases, your child's classroom teacher may provide information about students with severe allergies. Children in KG1 eat in their classrooms but can still purchase a school lunch if parents prefer.

Slices is our new service provider, offering a wide range of healthy hot and cold snacks, beverages and lunch items. If your child would like a school meal, you may pay in advance or directly in cash each day. Further information is available on GEMS Fusion.

For health and safety purposes, microwaves will no longer be available in the cafeteria or classrooms. Students bringing lunch from home must bring food items that do not require heating.

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## Student-Parent Handbook

### GWA Healthy Eating Guidelines

**Overview:** Our school environment supports the growth, health and wellbeing of students. A healthy diet has also been linked to improved academic attainment.

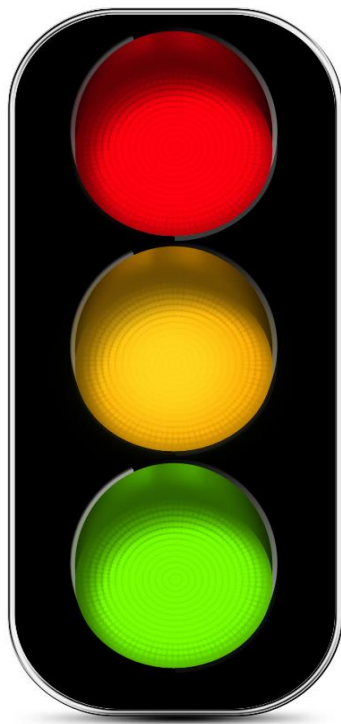
**Packed Lunches and Snacks for Children:** A traffic light system helps parents and students in planning lunches and snacks. This ensures students eat primarily healthy foods.

#### The Traffic Light System:

Foods classified as **Red** are not allowed to be packed for snacks or lunches. This is because they are high in calories, fat and sugar and low in vitamins and minerals and other healthy nutrients.

**Amber** foods are allowed to be packed but should only form a small part of the child's lunch and snack (about one third).

**Green** foods are highly nutritious and should form a major part of the child's lunch and snack (about two thirds).



#### Foods

##### Red Foods:

Sodas and sugary drinks, crisps or chips, chocolates, sweets, pastries and cakes, chocolate covered biscuits and cookies, fried foods, other junk foods

##### Amber Foods:

White versions of bread, pasta and rice, highly processed meats and other foods, plain biscuits, butter and cheese

##### Green Foods:

Dairy foods, wholegrain versions of bread, pasta and rice, fruit and vegetables, lean and fresh meat, fish and eggs

#### Guidelines

##### Red Foods:

Not allowed. Will be taken from the child, held by the teacher and returned at the end of the day.

##### Amber Foods:

Allowed but should form a small part of a child's lunch and snack (about one third).

##### Green Foods:

Highly encouraged and should form a major part of a child's lunch or snack (about two thirds).

### Recess

Students have scheduled recess times and are fully supervised at all times. The playground near the cafeteria is used by the KG1 students; all others use the field and play area in the central square. All students are expected to play safely and fairly and

## Student-Parent Handbook

to be respectful of each other and of the equipment. Inappropriate behavior will result in consequences as outlined in the school-wide behavior policy.

### Assemblies

School assemblies are usually held at the beginning or end of each month. Assemblies help us to promote school spirit and allow our students to develop confidence and stage presence in addition to learning acceptable audience skills. Parents are encouraged to attend assemblies. Dates are announced in school communications.

### Birthday Celebrations

To help facilitate an equitable situation for all students, all birthdays falling in any given month are celebrated on the third Thursday of each month. In the case that this day is a holiday or falls within Ramadan, then the second Thursday of the month will be chosen (please see Table 1 below). One block will be set aside during the afternoon of each date to celebrate the birthdays. A school wide dance party will also occur on this date in celebration of the birthdays.

Organization of birthday celebrations:

- The homeroom teacher and the parents of the children celebrating their birthday on any given month are responsible for organizing the classroom celebration or party. Parents who wish to opt out can do so. In this case, there will not be another opportunity to celebrate their child's birthday during school hours.
- One 40-minute class period will be set aside on the assigned date for the classroom party.
- Parents whose children are celebrating a birthday are responsible for coordinating food items to avoid waste.
- Parents are free to bring in non-food items such as games or toys if they wish. However, this should be agreed with the teacher in advance.
- Parents wishing to bring in birthday party items to celebrate must limit this to quiet items, i.e. no explosive items such as party poppers, piñata or any of the like. This is to ensure the safety of the students.

### 2018-2019 Birthday Parties

<b>September</b>	20 <sup>th</sup> September	<b>October</b>	18 <sup>th</sup> October
<b>November</b>	15 <sup>th</sup> November	<b>December</b>	13 <sup>th</sup> December
<b>January</b>	17 <sup>th</sup> January	<b>February</b>	14 <sup>th</sup> February
<b>March</b>	14 <sup>th</sup> March	<b>April/May</b>	18 <sup>th</sup> April
<b>June/July/August</b>	20 <sup>th</sup> June		

## Student-Parent Handbook

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### Invitations to Off-Campus Birthday Parties

Invitations to birthday parties may only be sent via school if all students in the class are invited. If you plan to invite only a few students in the class, then you must not involve the classroom teacher or staff members at GWA due to the fact this can cause upset amongst students and create uncomfortable and awkward situations within the community. School personnel are not permitted at any time to provide private contact details of any student or families due to confidentiality.

If parents wish to acknowledge and celebrate a teacher's birthday, this should take place outside of the school day.

## PARENT COMMUNICATION

The school maintains close relations with parents facilitating communication and cooperation. At the beginning of the academic year, an *Open Campus Day* and a *Back to School* evening are held to introduce parents to the faculty and programs.

### GEMS Fusion

GEMS Fusion is our Parent App through which you can access school information. School Newscasts, Teacher newscasts, newsfeeds, homework, calendar alerts etc. will set off push notifications (as set by the school). In some cases, you can modify the notifications to suit your preferences.

### Seesaw

Seesaw is the chosen platform for students' digital portfolios. This is a shared, interactive space where teachers and students can document, share and reflect on learning. Parents are encouraged to view this regularly and to use their child's journal to talk about learning, share learning and encourage learning at home.

### Weekly Teacher Communications

Teachers, including specialists, provide weekly updates of important events and curriculum information.

### Newsletters

Monthly newsletters containing information about current events and news from around the school are posted on the last Thursday of the month.

### Social Media

General communications about upcoming events and videos and photos of activities on campus are shared regularly via our GWA Facebook Page, Twitter feed and closed Instagram account.

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### Text Messaging

Any time-sensitive information is communicated via SMS. It is important that your emergency contact information is consistently kept up to date. Please inform reception of any changes.

### Email

In addition to **GEMS Fusion**, teachers can be contacted via email. Generally, their email addresses follow the following format: e.g., Mary Jones email would be m.jones\_waa@gemsedu.com.

When emailing teachers, please remember that they are often unable to answer immediately but you should expect to receive a response within 24 hours, or by Sunday for messages received after hours on Thursday.

### Internet Access on Campus

For parents who wish to access the GWA Wi-Fi network while on campus, usernames and passwords are available at reception in the administration building.

### Telephone

To contact the school please call reception at 02-641-6333. Please remember that teachers are unable to take phone calls during class time. Your message will be relayed to them and they will return your call at their first opportunity.

### Change of Contact Details

The school should always have current details of your address, email, telephone number and mobile number(s). The accuracy of this information is vital in the case of an emergency. We also request a phone number of a friend, relative or colleague we can call if we cannot reach the parents. At the start of the school year we will send an Emergency Contact Form home with your child. Please return this form as quickly as possible. You can also update this information through OASIS link on GEMS Fusion.

If your details change, it is your responsibility to update this information online and to give the updated information to the school office, preferably by email.

### Withdrawing from School

All notices of withdrawal must be in writing to the Registrar. The school requires a minimum of two weeks notification of withdrawal. Parents are responsible for completing the online Transfer Certificate (TC) request on GEMS OASIS. In the event of outstanding books, fees or fines, the school will not release records nor issue a Transfer Certificate. We will be pleased to prepare a Transfer Certificate for all students who have completed the withdrawal process.

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**Student-Parent Handbook****PROGRESS REPORTING****Progress Reports**

At the end of each trimester, parents receive a written evaluation of their child's achievement and standards-based progress for all subject areas. Students are also assessed on their development of the learner profile attributes and attitude towards learning.

In reporting, the intent is to provide parents with information that clearly highlights the knowledge, conceptual understandings and skills that the child has developed and, where appropriate, to communicate next steps.

**Conferences**

Conferences are an important part of our educational program and provide an opportunity for parents, teachers and students to discuss and reflect upon progress. There are three formal conferences during the school year. Parent-teacher conferences are scheduled during trimester one, three-way (student-parent-teacher) conferences are scheduled during trimester two, and student-led conferences are held during trimester three for the exhibition of student portfolios and discussion of student progress. Parents are expected to attend each trimester.

**APPOINTMENTS WITH FACULTY & ADMINISTRATION****Appointments with Teachers**

Should you wish to discuss your child's learning journey with his or her teacher/s at any time during the year, please contact them to arrange a convenient time to meet. Individual appointments will be scheduled before or after school or during times when the teacher is not teaching their class.

In the case of an emergency, if you need to speak with a teacher urgently or pass a message to your child, please contact the school office in the first instance and they will be able to assist you. Please do not go directly to the classroom during school hours as this disrupts in-class learning. Please also avoid discussing your child when other students or parents are present.

**Appointments with the Counselor**

Please contact the school office to schedule an appointment if you would like to discuss your child with the school counselor. You can also email the counselor directly.

**Appointments with the Parent Relations Executive (PRE)**

If you would like to discuss a general issue, please contact the school office to schedule an appointment with the Parents Relations Executive who is often the best person to address your initial questions or concerns.

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### Appointments with the Principals

The Principal and Assistant Principal are happy to meet with parents to discuss general or specific topics. Please note that in the case of specific student concerns, it is expected that the appropriate faculty member has already been consulted or informed. Please contact the school office to schedule an appointment.

### PARENT ENGAGEMENT & INVOLMENT

Parents are encouraged to be actively engaged and involved in the school. Parents are invited to assemblies and other special activities throughout the year and are welcome to join us each morning as we greet the children and start the day.

The GEMS 3-A-Day initiative – talk about, share and encourage learning – is a great way to connect with your child and actively contribute to his or her development. Our teachers often use the 3-A-Day language to help promote home learning. In addition, our Parent Engagement Coordinator organizes regular parent engagement programs offering a range of workshops for parents designed to support greater partnership between home and school.

GEMS World Academy – Abu Dhabi has an active parent association (GWA-PA). GWA-PA is an important part of our school community and we encourage all parents to get involved and/or support the association's activities throughout the year. In the past, these have included fund raising activities, coffee mornings, movie afternoons, various cultural celebrations and the very popular annual International Food Festival. In addition to our GWA-PA, volunteers are always welcome to help in the classrooms as a designated room parent.

### HEALTH AND SAFETY

The health, safety and well-being of our students is of paramount importance. The school is in full compliance with all governing authorities and undergoes regular inspections. All parents will receive information about the Health and Safety and the Child Protection policies at the start of the school year.

**The school's safeguard leads are Linda LaPine (Principal/CEO) and Catherine Erpen (Assistant Principal).**

### Supervision of Students

During the school day students are fully supervised. A parent or a responsible adult must supervise students when on the school campus outside regular school hours.



## Student-Parent Handbook

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### Student Dismissal Procedure

The classroom teacher or Teaching Assistant (TA) will escort those students who use the bus service to the central playground where the bus conductress for each bus will receive and account for all students. In the event of the absence of a teacher or TA, the office will make arrangements for another responsible staff member to escort students.

### Bus Regulations

Any student riding a school bus must observe the following agreements:

- demonstrate respect for the driver, the conductresses and other passengers
- must be seated with a buckled seatbelt at all times
- use a calm voice and kind words towards adults and peers while on the bus
- keep the bus tidy and not dispose of rubbish on the bus
- not eat or drink on the bus

Students may ride home with another child if there is enough room on the bus. Parents should check before noon with the Transport Manager to confirm that there is space. Both the driver and the classroom teacher must be notified in writing of any alteration to normal bus arrangements. Our Transport Manager is Mr. Ajith N.S. at [ajith@bbt.ae](mailto:ajith@bbt.ae).

There is a bus conductress present to monitor student behavior on each bus. After three incidents of inappropriate behavior (to or from school), the student will be suspended from the bus for one day. Once reported to administration, the student's parents will be notified. It will then become the parents' responsibility to transport their child to and from school for the following school day.

In the case of an extreme incident or repeated behavior issues, the principal will review the case and take appropriate action.

### School Nurse

A registered and Health Authority of Abu Dhabi (HAAD) licensed nurse is on duty during school hours. The nurse is here to assist pupils who become ill or injured during the day and coordinate the care and management of students with chronic illnesses. Parents are asked to complete the medical forms sent home at the beginning of the year and to keep the nurse informed of medical problems that might affect the student at school or have a bearing on his/her academic work.

Should a student become ill, the school will attempt to contact his/her parents. **You are required to collect your child in a timely manner not exceeding 45 minutes.** It is imperative that we have a

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telephone number available that will always be answered when your child is at school in the event we need to contact you due to illness or an emergency.

First aid kits are located in the health clinic and front office. Exceeding compliance with HAAD (1-200), ADEK (1-100) and GEMS company policy (1-100), sixteen professional staff members are qualified to administer first aid.

### Medication

The Health Authority has strict regulations in administering medications at school and must only be done when essential and detrimental to a child's health if they are not taken during the school day i.e. medication prescribed by a doctor for acute or chronic conditions or medication required in an emergency situation.

An emergency medication consent form must be completed annually at the beginning of each school year for all students. Prescribed medication consent forms must be completed by the prescribing doctor and parents for each acute illness and annually for chronic conditions.

Medications must be in the original container and have clear and comprehensive instructions for administration and dosage.

Parents are responsible for collecting any unused medication when the course of treatment is complete, the expiry date has been reached and/or at the end of the school year.

### Illness

If a student is sick with any type of diarrhea or vomiting, they must not return to school until 24 hours from their last episode and stool is normal.

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

At times the medical advice provided to families may be at variance with the school's recommendations. In all cases the School Nurse is the final arbiter and, if necessary in discussion with the Principal, will signal when a child is allowed to return to school.

### Food Allergies

Parents must inform teachers and the school nurse if their child has any type of allergy. Should prescribed medication be required, it is imperative that the nurse is fully informed.

For those students with severe nut allergies, all necessary provisions and accommodations are made to ensure that the student's environment is safe. Nuts are not prohibited on campus. However, all faculty and community members are requested to consider this

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when bringing food for sharing ensuring that it is free of nuts and nut products as many students can experience severe allergic reactions.

Training in the use of Epipens is provided to those adults who work directly with students experiencing severe allergies.

### **Fire Alarm/Lock-Down Drills**

The buildings on the campus are fitted with a two-tone alarm system. Periodically throughout the year, evacuation and lockdown drills will take place in order to familiarize pupils with the emergency procedures. This is in accordance with civil defense regulations.

1. When the evacuation alarm is sounded, students and visitors should leave the building immediately in an orderly fashion using the designated exit.
2. After leaving the building, students and visitors should report to their designated assembly point for an attendance check.
3. Emphasis is placed on staying quiet and observing rules and directions during such drills.
4. When the lock down alarm is sounded, teachers should immediately lock doors and support students and visitors in moving out of visibility and getting under cover. Everyone should be silent and still.

**Student-Parent Handbook****SCHOOL-WIDE BEHAVIOR POLICY****School Behavior**

GWA is committed to promoting proactive strategies for defining, teaching and supporting appropriate school behaviors that help develop social awareness and reinforce ethical and moral values among students. All members of the school community must demonstrate respect for each other and value individual differences.

Students and adults are expected to abide by school agreements and/or rules and procedures any time they are at school, including after school and evening activities, weekends and during any parent-sponsored events.

GWA takes responsibility for teaching our students appropriate behaviors. Utilizing a positive behavior approach, students are provided ongoing instruction and training so that they understand what our expectations for positive behaviors: look like, feel like and sound like.

Students are expected to uphold these positive behaviors by conducting themselves responsibly at all times so that their individual behavior does not intimidate, hurt or harass other students for any reason.

The Principal and Assistant Principal are responsible for:

- Providing staff with training and information
- Displaying rules posters
- Communicating the School-Wide Behavior Plan to parents
- Holding Rules and Responsibilities assemblies annually
- Supporting teachers and staff members in implementing the school-wide and classroom behavior plans
- Using positive reinforcement throughout the school

The Teachers and Staff are responsible for:

- Adhering to the School-Wide Behavior Plan
- Developing a classroom behavior plan in alignment with the school rules (teachers)
- Posting classroom agreements
- Using positive reinforcement on a regular basis
- Communicating classroom agreements to parents
- Keeping parents informed of concerns about student behavior

Parent and Guardians/Carers are responsible for:

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- Reading and supporting the School-Wide Behavior Plan and classroom behavior plans
- Communicating with the school if there are questions or concerns

**SCHOOL RULES**

GWA has four positive behavior expectations for all students. They are:

- Be Kind
- Be Respectful
- Be Safe
- Be Ready to Learn

These expectations are linked to our PYP learner profile attributes and reinforced to students throughout the school year. Examples of the Learner Profile in action include:

- Principled – doing the right thing even when no-one is watching such as always recycling drink bottles and returning promptly to class after visiting the nurse or restroom
- Caring – helping others when in need, inviting others to join in play, and responsible use of equipment and materials
- Communicator – using appropriate voice levels and only using kind words to others
- Open Minded – asking questions and learning about friends lives and experiences, inviting others to join at lunch and making room for everyone
- Thinker – solving problems independently, stopping to think about why others act or speak like they do before reacting
- Reflective – using experience to make positive changes to words, actions or behavior and being a role model by consistently demonstrating proper behavior
- Risk-Taker – raising your hand and participating; sharing thoughts and ideas, trying new activities and games, making new friends
- Knowledgeable – being consistently ready and willing to learn, playing games according to the rules

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- Balanced – being active and eating healthy foods, taking a mindful minute to calm down when upset, playing with different friends
- Inquirer – asking if you don't understand something someone has said or why something happened

**SCHOOL-WIDE SIGNAL**

A school-wide signal ensures that all students and adults know the system for gaining attention and restoring order when necessary. This is extremely important in any emergency situation, but also to support safe and appropriate behavior throughout the campus.

At GWA Abu Dhabi, a raised open hand and the command "LOOK AND LISTEN" means Body still, Hands free, Mouth silent, Eyes watching, Ears listening



School-wide signal posters will be prominent across the campus and in each classroom. Teachers may elect to use additional signals in their classrooms, but all students must be instructed to recognize and respect the school-wide signal when used by any member of staff.

**SCHOOL-WIDE VOICE LEVELS**

A school-wide approach to voice levels ensures that all students and adults speak in a respectful, appropriate tone of voice. This ensures that all GWA community members are the best communicators that they can be.

**Student-Parent Handbook**

5	Outside Voice
4	Presentation voice
3	Conversation voice
2	Group work/partner voice
1	Whisper Voice
0	Silence

**POSITIVE BEHAVIOR**

At GWA Abu Dhabi, students are encouraged to develop strong intrinsic motivation to make appropriate choices when deciding how to think, speak, respond and act. The large majority of GWA students demonstrate positive behavior at school and school-related events. While positive behavior should not rely on rewards, we will make an effort to acknowledge and celebrate positive behaviors through the following extrinsic motivators:

- Classroom Motivators - praise, stickers, notes home and golden time as agreed upon by grade level team
- North Star Postcards - written cards that describe positive behaviors that reflect a student's efforts toward improving a behavior
- Compass Points - compass points may be awarded at any time when staff notice exemplary student behavior in alignment with our core values, school rules or the learner profile
- Community Helper Lunch - students who log 25 hours of community service join the Principal and Assistant Principal for a pizza lunch

**COMMON AREA EXPECTATIONS****Walking on paths or in corridors:**

- Walk single file
- Keep right
- Hands to self
- Quiet voices
- Give personal space

**Student-Parent Handbook****Cafeteria:**

- Wait outside until told to enter
- Students with lunch from home walk and sit at designated table
- Students buying lunch walk to the server area, then walk with their tray and sit at designated table
- Remain seated while eating
- Use good manners and speak softly to tablemates
- Eat own food – NO SHARING OF FOOD
- Return trays and throw trash away responsibly
- Wait to be escorted to recess or class

**Playground:**

- Be inclusive and invite others to play
- Keep hands and feet to self
- Only slide down the slide; no climbing up the slide
- Only one person at a time going down the slide
- Swing by holding on with both hands, sitting on swing facing the green
- Take turns for the swings by waiting outside the red area
- Stay safe and remain in blue area when near swings
- No chasing games on equipment

**Restrooms:**

- Use the toilet appropriately and flush
- Wash hands and turn off water tap
- Dispose of paper towel in bin
- Leave the restroom immediately
- Report any problems immediately

**RESPONDING TO STUDENT MISBEHAVIOR****MAJOR VS. MINOR INFRACTIONS**

GWA has guidelines and procedure for teachers, staff and administration to follow in order to deal with the unacceptable behavior based on its severity. The response depends on whether the behavior falls into the minor or major category of infractions.

## Student-Parent Handbook

### MINOR INFRACTIONS

Minor Infractions are to be managed in the situation by the staff member or the teacher. It is not necessary to document all minor infractions through an incident report. However, once a pattern of minor infractions emerges it will be necessary to document the possible escalation to a major infraction.

Infraction	Definition
Inappropriate Language	Non-threatening, non-directed verbal messages or gestures used within conversation that include swearing, name calling, or use of words in an inappropriate way. Additionally, first and second time offences that involve behaviors that could lead to bullying/harassment, including disrespectful words, excluding, gossiping, spreading rumors, or other acts intended to hurt others emotionally.
Defiance/disrespect	Refusal to follow classroom or school rules, or staff directions, talking back and/or socially rude interactions, littering
Disruption	Intentional behavior causing an interruption in class or activity. Disruption includes loud talk, noise with materials or body parts, or getting out of seat
Rough play	Non-threatening overly physical interactions
Lying/Cheating	Student delivers message that is untrue and or deliberately violates rules
Dress Code Violation	Not wearing the appropriate school uniform
Minor Property Damage/Vandalism	Student participates in an activity that results in some damage of property. This may include: writing/coloring on wall, breaking a cubby, damaging another person's property

### MAJOR INFRACTIONS

All major infractions must be referred to an administrator

Infraction	Definition
Abusive/Inappropriate Interactions	Threatening verbal or gestural interactions with peers or staff that are directed towards someone include swearing, name calling, or use of words or gestures in an inappropriate way



## Student-Parent Handbook

with Peers and/or Adults	
Fighting/ Physical Aggression	Intentional actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, etc.)
Physical Assault on School Personnel	Intentional aggressive actions (e.g., hitting, kicking, throwing objects at, pushing, etc) directed at school personnel
Inappropriate Sexual Contact/ Obscene Act	Consensual physical contact between students that is sexual in nature, exposure of private body parts
Harassment/ Bullying	Student delivers disrespectful messages (electronic, verbal, or gestured) to another person that includes threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age, national origin, and or sexual orientation. Additionally, multiple offences that involve behaviors that could lead to bullying/harassment, including disrespectful words, excluding, gossiping, spreading rumors, or other acts intended to hurt others emotionally.
Deliberate Disruption/Defiance	Behavior causing an interruption on school premises (i.e, in a class, playground, cafeteria, etc) where the student is not responsive to repeated directions. Disruption includes sustained loud talk, yelling, or screaming; noise with materials or body parts; roughhousing; sustained out of seat behavior; verbal refusal to comply with repeated instruction.
Property Misuse	Unauthorized and inappropriate use of school property including technology (e.g., downloading of software, sites, pictures, etc; changing computer settings; or providing personal information to websites)
Property Damage/ Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property
Forgery/Theft	Student is in possession of, having passed on, or has been responsible for removing a possession of personal, identifying information or items of another person. Falsifying a document, report or item (i.e, a signature on a permission slip). This also includes acts such as plagiarism or submitting work other than one's own with the intent of deceiving others.
Use/Possession of Prohibited Substances	Student is in possession of or caught using tobacco, alcohol, or other drugs

**Student-Parent Handbook**

Bomb Threat/False Alarm	Student delivers false message or orchestrates the delivery of a false message of possible explosive materials being on-campus, and or pending explosions; student pulls or orchestrates pulling of an unwarranted fire alarm
Possession of a Dangerous Weapon or dangerous materials	Student is in possession of knives, guns, explosive materials (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun or grenade) of causing bodily harm.
Reckless Endangerment	Engaging in conduct that creates grave risk of serious injury
Leaving Supervised Area	Missing student
Continued Minor Offences	Student exhibits continued minor offences with no regard for consequences

**CONSEQUENCES OF INAPPROPRIATE BEHAVIOR**

GWA utilizes a positive behavior approach to discipline by ongoing teaching and encouragement of appropriate behaviors. At times, when a student's behavior falls below the expectations of the school, disciplinary consequences will be positive in approach and, while maintaining respect for the student, will ensure that the safe and positive school environment is preserved.

Our goal is for students to accept responsibility for their actions and begin to understand the link between their behavior and its effect on others.

Depending on the severity of the behavior, any of the following strategies and/or consequences may be employed:

**Problem Solving**

When a student is challenged by a particular situation, the child is encouraged to solve the problem either independently or in cooperation with a group. A teacher or staff member may intervene when needed but this strategy is used to help students develop their ability to act responsibly and apply the appropriate skills to ensure a positive outcome, whether the context is social or academic.

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### Thinking Time

Students who may require time to process events, their actions or behavior, or compose themselves following an emotionally charged interaction with peers will be given a quiet supervised space in which to reflect and think. Following this time, the teacher or staff member will conference individually with the child to help determine the appropriate next steps. Students may take the initiative to request this time.

### Reflective Tools

There are a variety of strategies and tools that teachers can use to help students work through a focused reflective process to develop self-awareness and provide students with frameworks for thinking that help them to develop the skills necessary for responding to challenging situations. These tasks may be completed orally, through art or writing, or alongside movement or music. They may be completed orally, in pairs or small groups depending on the situation.

### Meetings with the Counselor, Assistant Principal or Principal

Some concerns about student behavior are referred by teachers to administration. In order to gather information about a problem, it is typical for an administrator to schedule a meeting with the students involved. At this meeting, students discuss what occurred and they are counseled about their behavior. This may be a one-off meeting or a series of meetings is necessary.

With serious problems or those that repeat, a conference between the parents of the child and an administrator is scheduled.

### Time Outs

Time outs allow students to regain self-control. They must be handled in a safe, respectful and supportive manner. All students in the class should know the reason for a time out system. When handled non-punitively, the process supports strong teacher-student relationships as well as positive peer relationships.

In some instances, a child may request a time out. The teacher will need to use his or her judgment if this is a healthy response to stress or anger or an attempt to avoid work. Keeping language positive and in a matter-of-fact tone and avoiding lengthy discussion is important, as is a warm, positive welcome back.

- **In-Room Time Out:** If students demonstrate a lack of control either verbally or physically and do not respond to teacher guidance or

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instruction, they may be removed from the class activity and positioned in a space away from the group elsewhere in the classroom, in order to have a quiet space in which to think about his/her behavior. During this time, as a consequence of failing to adhere to classroom agreements, the student is not allowed to interact with the group for a limited time and must wait until he/she is invited by an adult to rejoin the group.

- **Buddy Teacher Take-A-Break:** If an in-room time out proves ineffective, or the teacher determines it to be a better alternative to an in-room break, the buddy teacher break may be beneficial. This allows both the student and teacher space, allowing instruction to continue and preventing power struggles.
- **Private Take-A-Break:** In some instances, designating a private break space away from high traffic areas such as the counselor's or principal's office, an empty classroom or office, etc. may be necessary. The area should be quiet and free of distraction. A plan must be in place to ensure that the student is supervised at all times. In cases where the student may need to complete work, a workspace and the necessary materials must be provided.

### Loss of Social Time (lunch, recess, breaks, before and after school)

Occasionally, as a consequence of choosing to behave in a manner that negatively impacts learning time or play time for self or peers, a student may lose the privilege of socializing with their friends for a designated length of time. Students must be supervised during loss of social time.

### In-School Suspension

Students who repeatedly violate school-wide behavior expectations or where the incident is serious may receive an in-school suspension. This takes place in an office under supervision. Students will complete work provided by teachers and will receive counseling and advice which relate to the reason for the suspension.

### Home-Suspension

If a serious problem occurs where any student's safety is threatened or there are concerns which remain unresolved after other techniques have been tried, a student may be placed on suspension for a designated period of time in accordance with ADEK policy. In order for a student to be readmitted to school, a conference between an administrator and the parents will be

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## Student-Parent Handbook

required. During a home suspension, a student is not permitted to be on campus or to participate in any school related activity.

### Expulsion

In accordance with Abu Dhabi Department of Education and Knowledge (ADEK) policy, the school reserves the right to expel without refund of fees any student whose conduct seriously disrupts the academic program or exerts a negative influence on other students.

### GWA ABU DHABI BULLYING POLICY

Anti-social behavior can take many forms ranging from the extremes of violence to less obvious acts such as deliberately excluding an individual from a group activity. Whatever forms this kind of behavior takes, it will be unwanted and unpleasant. Bullying and intimidation perpetrated by fellow students can have a very adverse effect on a student's self-esteem, learning effectiveness and general health and well-being.

Bullying can be:

<b>Physical</b>	pushing, kicking, hitting, pinching
<b>Verbal</b>	name-calling, sarcasm, spreading rumors, persistent teasing
<b>Emotional</b>	excluding others, tormenting, ridiculing, humiliating, intimidating
<b>Racist</b>	racial taunts or gestures
<b>Sexual</b>	unwanted physical contact or abusive comments
<b>Cyber</b>	verbal, emotional, racist or sexual bullying which is done over the Internet

GWA commits to its students that all reported incidents of bullying, harassment or other forms of anti-social behavior by one student or group of students towards another will be taken seriously and dealt with sensitively.

The academic and administrative staff at GWA is responsible for taking immediate action when instances of bullying, intimidation or other anti-social behavior come to their attention, whether through personal observation or by a report from another student or a parent. Staff will

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regularly teach students the standards of behavior that are expected of them.

When these expectations are not being followed and come to the attention of parents of GWA students, they are responsible for reporting the behavior to the appropriate teachers or administrators.

### FOR FACULTY

*What should you do if you witness bullying?*

It is important to remember that each child has a right to be and feel safe at school. Students are expected to come to trusted adults who will listen and assist them when they feel they need help. Therefore, it is important for every staff member to understand and recognize when a student's behavior may be considered bullying. Bullying is considered a major infraction and it is important for GWA staff to take it seriously. Depending on the severity of the potential bullying behavior, the behavior may or may not be considered bullying. Reference the above definition of bullying to decide if the behavior should be considered bullying or a one-time inappropriate comment or interaction. If the behavior is determined to be bullying, staff are required to follow the procedures and guidelines for reporting major infractions (see below).

### FOR STUDENTS

*What should you do if you are bullied or you notice others bullying?*

Telling about bullying is not telling tales. Bullying is wrong and you should report it. You have the right to be safe from attacks and harassment and no one should expect you to be silent when you or others are being tormented or hurt. You should tell your parents about what is happening. Also tell the principal, a teacher, counselor, school nurse or any other trusted adult. Explain who is involved and what is happening.

### FOR PARENTS

*If your child is a victim of bullying:*

Contact the Principal or the Counselor immediately if you suspect that your child is being bullied.

*If your child is responsible for bullying:*

Never ignore it.

Make it clear that such behavior is unacceptable.

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## Student-Parent Handbook

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Work with the school to develop strategies to change behavior.

### LOST AND FOUND

Parents should label all of their child's personal belongings, especially water bottles and lunch boxes in order that lost articles may be returned to the child. You are also encouraged to check lost and found for items that your child has lost in the collection point on the ground floor of Building One. Valuables that are lost will be held by the Receptionist. At the end of the school year, all lost and found items are donated to charity.

### TELEPHONES

All telephones on campus are for official use only.

### SECURITY

The campus is guarded 24 hours a day, seven days a week to ensure that all people, buildings and grounds are kept safe and secure. In case of an emergency, the security guards have access to a telephone. All entrances, grounds, hallways and public spaces are monitored by CCTV. Footage from these cameras is maintained according to ADEK policy.

All GWA staff wear their GEMS ID card and a blue lanyard while on campus. This makes them easily identifiable to students and parents.

All parents are issued with two family passes on yellow lanyards which must be worn at all times while at GWA. All visitors, including parents not wearing the school issued IDs, will be required upon arrival to sign in, leave their ID card with the security guard, and wear a visitor pass on green lanyard for the duration of the visit. This ensures that all GWA community members are easily identifiable and helps keep the school a safe environment.

### ADMISSIONS

A student applying for admission must be accepted by the Principal, based on the school's ability to meet the educational needs of the student. While GWA can accommodate mild reading, learning and behavior challenges, it is not staffed or equipped to handle the needs of moderate or severely disabled children.

All admissions are in accordance with ADEK policies.

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### Age Requirements for Students Applying for Particular Programs/Grades:

#### KG 1:

children must be 4 on or before December 31<sup>st</sup>, 2018

#### KG 2:

children must be 5 on or before December 31<sup>st</sup>, 2018

**Grades 1-5:** The Registrar places students according to their current grade placement. If the school has doubts regarding the child's placement, if records are not available, or if the parents feel that the recommended grade placement is not suitable, then the school will review the case to determine the appropriate grade placement. In cases where this is in conflict with ADEK policies, approval must be obtained from ADEK.

Where further information is required, this may be supplemented with a one-to-one interview.

## PROCEDURES FOR ASSIGNING CLASS PLACEMENT

We believe strongly in the importance of well-balanced class groupings - we want children to work within a heterogeneous environment in order to benefit from the diversity of backgrounds, abilities and personalities inherent in an international school setting.

In order to create the optimal class environment, we seek as much information as possible about your child's social, emotional, physical and academic needs. We strive to balance each class according to gender, nationality, new or returning family, academic ability and level of English fluency.

Right up to the day school starts, our student lists are changing, so we are not able to post class lists before the start of school. We are confident that all placements provide an opportunity for academic and social success.

## COMPLAINTS PROCEDURE FOR PARENTS & LEGAL GUARDIANS

At GWA, we recognize the importance of regular interaction between faculty and parents so that support for student learning and development is consistent. In the circumstance that parents have a



## Student-Parent Handbook

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complaint, the school will treat it in accordance with the below procedures. In the interest of promoting successful partnerships with our parents/families, we respectfully request that any parent who is unhappy with any aspect of education, culture, staffing, or social program at GWA kindly contact the Principal to make the concern/complaint known before bringing such a concern or complaint forward to the attention of ADEK.

### 1. School-based Informal Resolution

It is hoped that most complaints and concerns will be resolved quickly and informally.

If parents have a complaint or concern they should, in the first instance, contact their child's teacher. In most cases, the matter will be resolved. If the matter is not resolved, it may be necessary to contact the Parent Relations Executive, Counselor, Assistant Principal or the Principal.

Any complaint made directly to the Assistant Principal and/or Principal will normally be referred back to the relevant teacher unless deemed appropriate to deal with the matter personally.

### 2. School-based Formal Resolution

Any complaints or concerns not resolved with teachers can be escalated to the Assistant Principal or the Principal.

If parents have a complaint or concern that has not been resolved, they should make an appointment with the Assistant Principal and/or Principal. Details of all prior communications should be shared. The Assistant Principal and/or Principal will address the matter, take appropriate action and keep you informed. The Assistant Principal and/or Principal may invite the parent in for subsequent meetings if necessary.

## VARKEY FOUNDATION

Our school community supports the Varley Foundation, a not-for-profit organization established to improve the standards of education for underprivileged children throughout the world. This organization builds new classrooms and centers of learning, addresses global teaching capacity and seeds excellence and innovation in the next generation of educators. Their mission is that every child should have a good teacher. They do this through building teacher capacity, advocacy campaigns to promote excellence in teaching practice at the highest levels of policy making and providing grants to partner organizations that offer innovative solutions in support of our mission.

To learn more please visit [www.varkeyfoundation.org](http://www.varkeyfoundation.org)

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**Student-Parent Handbook**

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**CHARITABLE CAUSES & COMMUNITY ACTION**

Supporting charitable causes provide our students with opportunities to demonstrate initiative and further develop their skills and understandings of citizenship and leadership. ADEK approved charitable drives and community action activities may be organized from time to time.

Ideas for fund-raising and/or action should be brought to the attention of the Principal for possible consideration.

**Student-Parent Handbook****GEMS WORLD ACADEMY SCHOOL PARENT~STUDENT AGREEMENT****MISSION STATEMENT**

*Our mission is to provide joyous and meaningful experiences while developing internationally minded students empowered to act both locally and globally in a diverse world.*

*Our program of inquiry is designed to educate each child to take a more positive world view while deepening understandings, skills and dispositions.*

*Our aim is to inspire responsible citizenship and environmental stewardship.*

This is done most effectively when all parties understand their responsibilities and agree to work together towards the same goals, as detailed in this home-school agreement, which applies to all staff, parents and students:

**THE SCHOOL WILL:**

- Maintain a high standard of education with a broad and balanced curriculum.
- Care for each child's safety and well-being.
- Endeavor to challenge and meet the needs of all students, to achieve their full potential.
- Monitor and report students' progress and achievement throughout each academic year.
- Coordinate parent-teacher, three-way and student-led conference events to discuss student progress and achievement.
- Contact parents/guardians if there are concerns or celebrations regarding attendance/ punctuality/progress/homework/behavior/bus conduct, etc.
- Communicate learning objectives to parents, and provide strategies for helping at home.
- Support parents with workshops or opportunities to observe lessons when possible.
- Provide information to parents about school policies, news and activities through regular newsletters, social media, open days, meetings and opportunities to become involved in school life.
- Address any personal inquiries within 24 hours.

**AS PARENTS, WE WILL:**

- Support our children's academic and social development by following their progress at school, discussing what they are learning, and monitoring any homework as per policy.

**Student-Parent Handbook**

- Support learning outside of school and model a positive attitude towards school and learning.
- Check email regularly to ensure that my child is equipped for lessons, prepared for learning and supplied with the appropriate tools carried in a suitable bag or backpack.
- Attend parent-teacher, three-way and student-led conference events to discuss my child's progress and achievements.
- Stay informed of all news, policies and systems in school.
- Try to model the GEMS Core Values and international mindedness.
- Support the school's policies regarding uniform + footwear, healthy eating + birthdays, homework, behavior, and transport.
- Ensure that school fees are paid on time.
- Ensure that our children arrive at school on time - 7:45 a.m., and are picked up on time - 2:45 p.m. (1:00 p.m. on Tuesdays)
- Ensure excellent school attendance - minimum 96% per trimester
- Follow the outlined complaint procedures if unhappy with any aspect of education, culture, staffing, or social program at GWA by contacting Principal Ms. Linda LaPine to make that concern/complaint known and before bringing such a concern/complaint forward to the attention of ADEK.

**AS A STUDENT, I WILL:**

- Adhere to the school-wide behavior expectations: be kind, be respectful, be safe and be ready to learn.
- Demonstrate GEMS Core Values and the attributes of the IB learner profile
- Bring all the materials and devices I need each day in a suitable bag.
- Participate fully in learning experiences and complete my class work and homework to the best of my ability.
- Be willing to learn about and respect other people's cultures, beliefs, customs, festivals, traditions and feelings.
- Share what I am learning with my parents at home and discuss any concerns.
- Speak to a trusted adult if I am worried, unhappy or in trouble for any reason.
- Deliver all school news and letters to my parents.
- Leave all personal valuables at home.

Date: \_\_\_\_\_

Signed Parent: \_\_\_\_\_

You will receive a copy of this agreement to be signed and returned to your child's class teacher at the start of the school year. Thank you for your cooperation.

## Student-Parent Handbook

**QUESTIONS? WHOM TO CALL FIRST:**

GWA Telephone: +971 (0) 2 641 6333

GWA Fax Number: +971 (0) 2 642 8803

	<b>Ext</b>	<b>Email</b>
Principal/CEO ( <i>Linda LaPine</i> )		<a href="mailto:l.lapine_waa@gemsedu.com">l.lapine_waa@gemsedu.com</a>
Asst. Elementary Principal ( <i>Catherine Erpen</i> )	245	<a href="mailto:c.erpen_waa@gemsedu.com">c.erpen_waa@gemsedu.com</a>
PYP Coordinator ( <i>Catherine Erpen</i> )		<a href="mailto:c.erpen_waa@gemsedu.com">c.erpen_waa@gemsedu.com</a>
Counselor ( <i>Molly Knell</i> )	235	<a href="mailto:m.knell_waa@gemsedu.com">m.knell_waa@gemsedu.com</a>
Nurse's Office	234	<a href="mailto:nurse_waa@gemsedu.com">nurse_waa@gemsedu.com</a>
Registrar ( <i>Alisha Brown</i> )	201	<a href="mailto:registrar_waa@gemsedu.com">registrar_waa@gemsedu.com</a>
Parent Relations Executive ( <i>Najla Al-Yazdi</i> )	211	<a href="mailto:pre_waa@gemsedu.com">pre_waa@gemsedu.com</a>
Executive Secretary to the Principal ( <i>Julia Bechthold</i> )	209	<a href="mailto:j.bechthold_waa@gemsedu.com">j.bechthold_waa@gemsedu.com</a>
Accounts Officer ( <i>Sandhya D'Souza</i> )	208	<a href="mailto:s.dsouza_waa@gemsedu.com">s.dsouza_waa@gemsedu.com</a>
Government Relations Executive ( <i>Rana Taha</i> ) *	205	<a href="mailto:r.taha_waa@gemsedu.com">r.taha_waa@gemsedu.com</a>
GEMS World Academy	200	<a href="mailto:Info_waa@gemsedu.com">Info_waa@gemsedu.com</a>

\*Bilingual Arabic/English Speaker

**School Related Issues**

After School Activities Program	<a href="mailto:c.adams_waa@gemsedu.com">c.adams_waa@gemsedu.com</a>
Facilities Usage via E-Sports	<a href="mailto:sarah@esportsdubai.com">sarah@esportsdubai.com</a>
Bright Bus Transportation	<a href="mailto:ajith@bbt.ae">ajith@bbt.ae</a>